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## Queen's College Journal

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ON Thursday, the 14th October, the fortieth session of Queen's College commenced, by the formal opening and dedication of the new buildings. In many respects this session, the first of a new decade in the chronology of Queen's, is memorable among its fellows. It is inaugurated with a ceremonial pomp and circumstance with which, doubtless, the founders of Queen's little thought their obscure and humble creation would be associated. Launched into existence at a time when educational institutions had scarcely begun to be in this Province, Queen's University commenced its career with modest pretensions, a limited staff and scanty resources. During its earlier years it experienced those vicissitudes of the fickle goddess, so graphically described in his address, by the veteran Professor, whose biography for forty years is the history of his adopted Alma Mater. But through all its changeable fortunes there were those who never lost faith in its ultimate deliverance from evil. Twice in its history have appeals been made to the public for assistance, and

on both occasions the event justified the course taken. Step by step in the face of strong opposition, with much to dishearten, yet ever sustained by unshaken confidence of final success, Queen's has grown in favor strength and importance, till to-day she occupies an enviable position among the educational institutions of this progressive community. In its slow growth and gradual maturity we find a happy augury of a long life and vigorous career of usefulness. But notwithstanding the marked development of the past we do not believe that the time has arrived in the history of our University when its friends can "rest and be thankful." Grateful for present good all true friends of Queen's are, but we trust none will be deluded into the belief that the maximum of expansion has been reached. In an adolescent community like ours, where the past is of little account and the future everything, timely provision should be made for the inevitable and increasing demands of the years to come. It was pertinently remarked by a speaker at the Chancellor's inauguration, that the goal which Queen's has now reached, should be the starting point for fresh endeavour. Indeed the eminence upon which our Alma Mater stands to-day but reveals to her new vistas of possible achievement: and if she is to prosecute with success the work which lies before her, she must be endowed with golden sinews for the effort. The energetic and vigilant Principal can suggest many ways in which the unexhausted munificence of the friends of higher education may find expression and Queen's University be thereby advantaged.

## DEDICATION OF THE ARTS BUILDING

IMPOSING CEREMONIES IN CONNECTION WITH THE OPENING OF THE 40TH SESSION OF QUEEN'S UNIVERSITY.

### THURSDAY.

OPENING OF THE BUILDINGS.

**THURSDAY**, Oct. 14th, the first day of the opening ceremonies of the new Queen's University buildings was exceedingly fine. The air was balmy, the sky without a cloud, in short, all nature seemed conspiring to make the day a gala one as far as her sphere was concerned. This was a source of gratification to the many friends of Queen's who had gathered in Kingston to be present at the auspicious opening services, as the occasion had long been looked forward to with expectations of enjoyment.

In the morning the flag was hoisted on the tower of the buildings, which presented, together with the grounds, an imposing appearance, although the improvements on the latter have been but begun. A description of the exterior and interior arrangements we must reserve for a succeeding issue, as we will not be able to properly enter into it in this.

The first event of the series was the formal throwing open of the doors to the public on Thursday afternoon.

During the hours allotted, from 1 to 6 p.m., the halls and corridors were thronged with the people of the city, who eagerly took advantage of the opportunity, all expressing their surprised delight with the chaste interior, as much, or even more pleased with it than with its beautiful exterior, whose rise they had been viewing during the past few months. The Convocation Hall, Library, and Museum were especial objects of admiration. Many found their way to the tower summit from which a grand view of the old limestone city was obtained, and of the placid bay and river.

### DEDICATORY SERVICE.

In the evening the scene was magnificent, the buildings ablaze with light, the crowds streaming by the several avenues to the main entrance, whilst the pale moon serenely shone on all through the hazy atmosphere. At 8 p.m., the hour appointed for the Dedictory Service, Convocation Hall was filled with a most select audience, as was also the gallery, reserved for the students. Shortly after, a stately procession of the Council, Trustees, Graduates, etc., filed up the stairway in rear of the platform on which they took their seats, the Principal of the University occupying the chair, supported by Sandford Fleming, Esq., C.E., C.M.G., Chancellor-elect of Queen's, and Hon. Edward Blake, Chancellor of Toronto University.

The remaining space was occupied by distinguished graduates, etc., whom we mention elsewhere as being present on the occasion.

The Principal arose and after reading a few verses of the 103d Psalm, commencing "Bless the Lord, O my Soul," gave out the 234th Hymn in the Presbyterian Hymnal, the first verse of which is:

Christ is made the sure foundation;  
Christ the head and corner-stone,  
Chosen of the Lord and precious,  
Binding all the Church in one;  
Holy Zion's help for ever,  
And her confidence alow.

The choir which led the singing in this and the other services was composed of some twenty students led by F. C. Heath, B.A. They deserve great credit for their efficiency and the time they willingly gave to the necessary practice.

The Rev. Dr. Macrae, St. John's, N.B., Moderator of the General Assembly, offered up the dedicatory prayer. At the close the Lord's prayer was repeated in concert.

The Principal then said that having dedicated the building to the service of the Living God, the fountain of all true wisdom, he would call upon Mayor Carson, on behalf of the citizens of Kingston, to formally present it to the authorities.

### HIS WORSHIP MAYOR CARSON

then rose, and after delivering the following address, handed over to the authorities of the College, on behalf of the citizens of Kingston, the new building.

He expressed the pleasure he had in being present to witness the opening, through the zealous efforts of the Principal, of the new and handsome building for Queen's College. The appeal he had made had not been made in vain, for the citizens had subscribed over \$40,000 towards the new building. But this sum had not been sufficient. The actual cost of the building, not including the ground, was \$51,000. The subscriptions amounted to \$44,500, of which \$25,000 had been paid, and he understood that with the exception of a few thousands the whole amount could be collected. It was probable that a second appeal would be made, and he trusted that it would meet with the same liberal response. If this was done they would be able to say they were seated in a building which was the gift of the citizens of Kingston to the corporation of Queen's University. It was probable that \$10,000 additional would be asked for, and no doubt it would be forthcoming when they considered the use to which the building should be put. It was gratifying to know that they had raised such an amount in the city, when they considered this was a seat of learning open to any who may choose to enter. The advantages of such an institution could hardly be estimated. From the staff of professors connected with the College he could say it was second to none in the Dominion. The building was not only an ornament, but the College was a great benefit to the city. It afforded him much pleasure to hand over the building to the trustees on behalf of the subscribers and citizens. He trusted that the students would reflect credit on themselves, and their University, he hoped, would be the home of happy memories, and that those who passed through its halls would spread its fame through the length and breadth of the land. His Worship made a brief reference to the origin of the College, 40 years ago, and was glad to know that it had so well surmounted all the difficulties of the past. Like a young healthy shoot, it had grown into a great tree. He wished, and those present wished, that the prosperity should continue. He hoped the Principal would long remain in his position and be able to relieve the College from all financial difficulties. He believed no man more capable of doing so than the Principal, and there was no doubt he would do it. He had much pleasure in handing over the building to the College authorities on behalf of the citizens.

### PRINCIPAL GRANT,

who was greeted with great applause, said he accepted the building in the name and behalf of the University. The citizens rallied at the beginning of the University's

career, and during its dark days continued to retain the interest then taken. When it was likely to go down in 1869 the citizens came to its aid. At the meeting held then the key-note had been struck, and by the efforts of two men, who would long be revered, the College had been saved. When they had welcomed him he was afraid their welcome was too good to be true, but they had rebuked his fears. When he had asked for the \$40,000 he had obtained it, and had no doubt when he appealed again he would get twelve thousand or more. The Mayor had said so, and he ought to know. He thought Kingston was marvelously blessed in having a public-spirited community. Forty thousand dollars would be a small sum to a millionaire. But there was a great difference between the liberality of one man and that of a community. Millionaires in every age had been found ready to make large donations, but to get a community to do so was a different matter. It was good to see one man doing something to raise and better his fellowmen, but it was a more blessed thing to see a community rise so high above all pettiness and assist in a good work. The official representatives had done well, but the real representatives of the community, the ladies, had done better. They had been friends of the College in its sad and glad days. As an instance he might say that scarcely had the tears dried on their cheeks after the death of Prof. Mackerras than the ladies came forward and offered to the College his portrait as a memento. The ladies had decorated the grounds at the laying of the corner stone winning the commendation of the Princess Louise. The Principal next referred to Mayors McIntyre, Gildersleeve and Carson, who had given medals to the College, and said he left it with the present Mayor to complete the raising of the money for the building. He disclaimed all credit to himself for what had been done, and said he would rather have the names of those who had given a life-long service to the University mentioned as deserving credit. He amid loud applause passed a warm eulogium on Professor Williamson, who had given well nigh forty years to the College, and who was known as the "student's friend." He would not speak further of the living, but might speak of the dead, for before the halls were consecrated the spirits of the dead entered into them and consecrated them. There was one to whom the College was a monument, if it was to be associated with anyone in particular. With what joy he could have clasped his hand to-night. But it was, perhaps, well that he had gone, for the joy would have been too great for him. The Principal praised the architect and the contractors, and spoke of the late Richard Tossel, the builder, as one whom he held in high esteem. He closed by thanking the citizens for his heart for the noble gift. When they and their children were dead the College would remain, distributing blessing as from a well of pure water, unfeigned, for the benefit of their beloved Canada. He trusted that within its walls men's minds might be directed to a higher, nobler and more Christlike life. The Principal then sat down amid loud cheers.

After the singing of the 317th Hymn.

DR. WILLIAMSON

arose to give his "Forty years' Reminiscences" of Queen's. The veteran professor was received with rounds of cheers. He stated that, on the occasion of the entry of the College into its new buildings, he had been asked to say something concerning its commencement and the changes through which it had passed. Queen's College commenced its work in 1842, in a frame building on the north side of Colborne street. In the same year it was found necessary to erect a small rough cast building as a preparatory school. Why? it may be asked, was it necessary that such an institution should be started—and in such a way? The Scotch settlers in Canada and others of Scotch

descent felt a true and hereditary interest in the matter of education. After the revolution in 1678, the General Assembly of the Church of Scotland, in accordance with the fundamental principles of Scotch educational institutions, never relaxed their efforts till they had established a school in every parish, a high school in every town and a university in every centre of population. This brought Scotland to the foremost position in educational matters in all its branches and the long roll of her sons who have risen to eminence in every region of the globe is the result of this zeal. In Canada, in 1797 there were 500,000 acres of land set apart for the use of the grammar schools in every district. The time had arrived for the promotion of religious and moral learning, and why were volunteers left to found a University when there was such splendid endowment lying unused? Forty-five years had gone by, the population of the country was rapidly increasing and nothing had been done for the higher training of the youth. In 1828 a Royal Charter was obtained for King's College, Toronto, but the provisions of that charter created such dissatisfaction that its authors hesitated for nearly fourteen years to act upon it. For many years, therefore, things remained the same. Nothing had been done for University instruction in the Province till at last, the Presbyterians and Methodists resolved that the educational concerns of Upper Canada should no longer be neglected and determined to establish universities of their own, at the same time recording their dissatisfaction at the misappropriations of the Government grant, and not relinquishing their claims to share in its benefits. In 1839, a meeting was held in Kingston, at which a resolution, regretting that no means were yet provided for a liberal education of the youth in the province, was moved by Major Logie and seconded by Mr. John A. Macdonald, now Sir John. Mr. Macdonald also moved the resolution appointing a committee to collect subscriptions. In 1840, Queen's and Victoria Universities were incorporated by provincial charters, Queen's being then called the University of Kingston. In 1841, the promoters of Queen's College petitioned Her Majesty that she should grant them a royal charter, in connection with her own name, which request was complied with. Such were the circumstances which led to the foundation of Queen's College. It was constrained to hold its first session in a frame building and to establish a preparatory school. This was necessary because there was not a properly equipped Grammar School in Kingston, although 250,000 acres of land had been given by royal grant for Grammar School purposes throughout the Province. In 1829 a Grammar School was instituted as an appendage to King's College, and 66,000 acres of the most valuable land handed over to it without the consent of parliament, ten masters were appointed and a costly building erected, to be paid from the Grammar School fund. This was Upper Canada College, and for twenty years after its inception nothing was done for the support of the Grammar Schools. While the Rev. Dr. Ryerson was laying the foundation of primary education, secondary education was at the lowest ebb. At this time, three Grammar Schools in the Province, those of Niagara, Kingston and Cornwall, each received £250 from a special royal grant and even this £750 was taken away to swell the receipts of Upper Canada College. This diversion of the royal grant fairly prostrated these schools. In 1829-32-33 the trustees earnestly implored assistance, and at one time, had not Archdeacon Stuart granted the pupils the use of his parlor, the school would have been discontinued. When, therefore, Queen's College was established the Kingston Grammar School was more a name than a reality, and between King street and the shipyard, within a fence rapidly falling to pieces, one might see the melancholy spectacle of a tottering and almost deserted one storey

building where once it flourished. Hence arose the necessity for the erection of the preparatory school already spoken of. At the request of the city Grammar School trustees, an amalgamation took place between Queen's College preparatory school and that institution. The head master of the former was appointed to the same position in the new school. From this it may be seen that Queen's College is entitled to some thanks for supplying the thorough grammar school education so much needed. The further progress of the College may be marked by its changes of abode or external history. It was allowed the use of the Kingston hospital, but as that building was the only one suitable for the Parliament of Canada which sat here at that time, the College did not use it and, like the University of Cambridge which began in a barn, it had to start in the humble frame building before referred to. A clap-boarded frame house on the north side of Colborne street was—"*gentis incunabula nostra*"—the cradle of Queen's College. In the fall of 1842, the College removed to the stone building on Princess street, opposite St. Andrew's Church, now occupied by Mrs. Carson, but this was found to be too small, and in 1844 Wm. Brown's stone houses on William street, above Clergy, were rented, the two adjoining ones being added in 1847, one for class rooms and the other for a students' boarding house. In these buildings much good work was done, but they were temporary, and since Victoria, Trinity, and Toronto Universities had slightly edifices, it was the more necessary that Queen's should have a permanent abode. A suitable building was found in the substantial mansion of the Ven. Archdeacon Stuart, Summerhill, now occupied as residences by the Principal and two professors, which, with 64 acres of ground, was purchased at the very reasonable figure of \$24,000, without interest. To meet this expense, the professors were required to go to the country for subscriptions, and they met with a hearty response, \$2,230 being collected in this city alone in the space of two days. To this newly acquired property the College removed in 1854 and remained till 1859, when it made its fourth move to the building erected for the Medical Faculty. The latter body was established in 1854 and held its first classes in the stone building on Princess street, now occupied by Mr. Drennan as a cabinet warehouse. This was not very suitable for the purpose, and the trustees of the University agreed to erect a new building on the College grounds for the use of the Medical Faculty, they expressing themselves willing to pay interest on the money expended for that purpose. The building thus erected was first occupied by the Medicals in 1859. Some time afterwards the Medical Faculty received a charter for themselves as the Royal College of Physicians and Surgeons, and in 1869 the withdrawal of the Government grant of \$1,000 and failure of the Bank of Commerce so crippled them that they were unable to pay the interest they agreed upon, and the trustees of the University, on the ground of economy, decided to turn the building used by the arts department into residences and rent them, and hold the classes in the building occupied by the medical faculty. The present is the fifth and last removal, and the building, which is so well arranged for the purposes of the Royal College, will once more be occupied by them and again become a temple dedicated to medical science. In 1878 the increasing number of students and the confined space of the buildings led Dr. Grant to inaugurate a scheme to raise \$150,000 for the purpose of increasing the accommodation, enlarging the staff and establishing an endowment fund. The movement was warmly endorsed. The proposition that the buildings should be erected by the citizens of Kingston has resulted in the magnificent structure they were now occupying. The result was due to the hard work and indefatigable toil of Dr. Grant. *Si monumentum queris circumspice*—the building now stands a record of Dr. Grant's popularity and the generosity of the people of

Kingston. Both deserve praise, for without a gallant following, a skillful general is helpless. In looking along the vista of the successive forms through which our local habitation has passed in its development from a frame house within a half acre lot to this new and stately edifice, with its beautiful site and ample surroundings, we have much reason for thankfulness and encouragement. In the review of these changes we see symbolized the progress of the University, which has grown and expanded its branches and struck deeply its roots amid clouds and sunshine and storm, and gives presage of a loftier and more vigorous maturity in years to come. "*Esto perpetua.*" Let this be our fervent prayer.

The chairman said he was pleased to introduce next one of Canada's most distinguished sons, the Hon. Edward Blake, Q.C., M.P., Chancellor of Toronto University.

As the honourable gentleman rose from his seat beside the Principal, a tremendous cheer arose, and for some time the cheering continued. Finally the learned gentleman began by stating his pleasure at being present. It was a great pleasure for him to be present in his official capacity as Chancellor of Toronto University on this auspicious occasion. He could congratulate them upon the various occurrences that had taken place by which Kingston had proved herself desirous of assisting the cause of education. It not only reflected a benefit upon Kingston, but also upon the community of which it formed a part. He did not desire to enter into anything of a controversial character as to what Dr. Williamson had spoken regarding Upper Canada College. He had never entertained the prevalent idea to the extent that some did, that there were too many colleges. However, there were two requisites which went to make a good university; first, a good staff, and secondly, a large number of students. The latter was of the greatest importance, as it gave more facilities for the performance of work by the professors. It was a notable fact that Queen's was possessed of both. He spoke of an undenominational education, and said that even if the people were to be of one fold in Christianity it would be by the dissemination of undenominational education. It made a man better to learn, know, and value the friendship of others, though not seeing eye to eye in religious matters, in the spring time of youth. Although not a member of the Presbyterian Church, yet he owed his position as Chancellor of Toronto University in a large measure to the co-operation of many students of Knox College who were members of the University. Progress was founded upon liberal principles, and these gathered in youth made a person better and fitter for the higher duties of life. He referred to the degree-granting power of universities, and hoped the day would come when the degree-granting power would be solely vested in a Provincial University. This would put all persons on an equal footing. He claimed that the degrees given would be of a higher standard than those now given by the different local Universities. This desirable scheme was a long way off yet. In the meantime they could rejoice that Queen's was assisting Toronto in putting superior education upon a sounder footing. There was much to do in this particular. The primary education of the country was very satisfactory, yet not far enough advanced. He compared the superior education of Canada with that of Scotland and the United States, and deduced that higher education in this country was still inferior. He spoke of the large number who were being educated in Ontario in the elementary branches, and the comparatively few in the higher branches. This he contended should not be, and that more should be drafted from the elementary schools into the universities. The event they were celebrating might advance this object, for where there was a supply it usually produced a demand. He hoped it would be so. The honourable gentleman next touched upon the opposition

which existed in rural sections against paying for High Schools. They advanced the idea that they should only pay for the elementary education, and those desirous to give their sons and daughters a higher education should pay for it. This was very true, but he advanced the idea that everybody required the higher education. He thought the burden was on the right shoulders. The higher the education in the country the higher would be the morals of the people. If they had an aristocracy, let it be one of high culture and moral virtue. The age at present was one of great interest. A person advancing any idea had to give a reason for such, and it was only by wide and extensive learning that this could be acquired. While they could not hope to surpass the race of men who gave the books now studied by classical students, yet the general average was elevated far above those times. As much as had been done there was yet a great deal to be accomplished. He spoke of the means for the promotion of general knowledge, and he desired to see more public libraries established in Canada. He was gratified to find in Queen's University such a large portion of the building devoted to a library, and hoped it would be soon filled. He compared the average amount of knowledge disseminated in other countries by means of libraries with Canada and found this country sadly in the background. The honourable gentleman urged the more general opening of Mechanics' Institutes throughout the country. He thought if Kingston took the initiative in providing a first-class public library, other towns and cities would soon fall into line. He concluded his address of nearly an hour's duration by thanking the Chancellor for the kind invitation to the conversation to-morrow evening, but would be unable to be present. On behalf of his brother, Vice-Chancellor Blake, he presented that gentleman's regrets at not being able to be present on account of judicial duties. Hon. Mr. Blake was heartily cheered as he resumed his seat.

The Principal then in a humorous manner introduced as a representative from Quebec the Hon. H. G. Joly, who was received with the utmost enthusiasm. He felt that one who rose to address such an audience ought to have something to say respecting the work of the Institution, but he had to confess that he knew nothing about Queen's University. Still he had been asked to speak words of greeting, and he thought every man of heart and feeling could do so. He referred to Lord Durham having forty years ago stated that Canada had no literary taste, but they had got a literature of their own now which was appreciated on both sides of the Atlantic. He spoke very eulogistically of Mr. Frechette, who had recently been so highly honoured in France, as an author, and of whom Mark Twain said that not only Quebec, not only Canada, but the whole continent of America should be proud. He spoke at some length on the value of higher education, and argued in favour of more practical instruction in schools. He hoped that before long this would be done in Canada, and sat down loudly applauded.

The Principal then introduced the Hon. Alex. Morris, the son of one of the founders of Queen's, and one of the Institution's warmest friends.

HON. ALEX. MORRIS,

on rising, was received with cheers. He said that after his long absence in the new Province he could scarcely find words to express his gratification at the progress which had been made in the matters pertaining to Queen's College. He can perceive now that his basis was laid upon a solid rock. He was glad to see in Ontario, an off-shoot for the education of the youth in Christian religion and for their instruction in literature. For his part he believed that education and religion should never be severed—whether at the school or fireside. There should be a strong union between education and religion. It was that idea which in-

spired in the first place the founders of this institution. Of the founders there were only three now living, one of them being Rev. John Cook, D.D., who was Principal of Queen's College during the days of its troubles and trials. If he were present here to-night what a grand sight it would be to see the brilliant consummation of his efforts in the days gone by. The present Principal is doing a work of power and vigour that will be a memorial that will exist long after he has passed away. The speaker was some years ago sent abroad in search of a Principal for Queen's College. He visited Scotland, and never was a delegate received with kinder hands than he had been on that occasion. Principal Grant was attending College at Edinburgh at the time, and he had met him there. While speaking one day to the Rev. Norman McLeod, the name of the young Canadian came up, when the reverend gentleman said: "Mark my words that young man will rise some day to an exalted position," and sure enough his words came true. He was pleased to see that all here were on an equal footing, as far as educational pursuits were concerned. And he had no doubt that Queen's College would have the effect of elevating the standard of education throughout the whole Dominion. (Applause.) He did not wholly agree with the views of the Chancellor of Toronto University, and took a broader view desiderating what he believed to be possible and practicable—the foundation of a Dominion University round which the colleges, each preserving its own autonomy, should be gathered. The graduate of such a truly national institution would be proud of his distinction, and its establishment would lift education on a higher plane. I trust that the third estate (the press) will consider and ventilate the suggestion. It is, he admitted, in the future, but meanwhile he would support, though a Trustee of Queen's College, a thoroughly Provincial University in Ontario, around which should be collected the various colleges, without interference with their present relations, and arranged on fair and just terms. He believed this could be accomplished, and did not think the day of its being carried out was so far distant as the learned Chancellor of Toronto seemed to think. An effort should be made in this direction, for it would bring about a uniformity of the standards of higher education and prove a universal boon to the community.

The Principal then made a short address on consolidation, stating that while he believed college consolidation unwise, university consolidation was a fair subject for discussion. After making some announcements he pronounced the benediction, and the interesting meeting dispersed about eleven o'clock.

#### FRIDAY.

Friday was an exceedingly bright and warm day. The morning was chiefly occupied in preparing for proceedings of the afternoon and evening. Three o'clock was put down for the installation of the Chancellor-elect, Sandford Fleming, Esq., C.E., C.M.G. At that hour the Convocation Hall was well filled. The gallery, with the exception of a small part which was taken up by a number of young ladies (perhaps embryonic sweet girl graduates), was occupied by students who treated the audience to a musical hash of "Litoria," "Old Grimes," &c., before the opening ceremonies began. The meeting was a special Convocation. At three o'clock the Chancellor-elect appeared on the platform. This was the signal for a storm of applause from the gallery. The Principal occupied the chair, and the platform was completely taken up by graduates and members of Convocation. The Rev. D. J. Macdonnell, M.A., B.D., in the absence of the Chancellor's chaplain opened the meeting with devotional exercises. The minutes of the previous Convocation were considered read. The Principal then called on A. P. Knight, M.A., the Registrar of the University Council to state result of the election for Chan-

cellor. The Registrar said two candidates had been proposed for the office of Chancellor, the Hon. Vice-Chancellor Blake and Sandford Fleming, C.M.G. The voting closed on the 15th of March, 1880, when Mr. Fleming was found to have a majority. The Registrar then officially declared him elected Chancellor of the University.

The Vice-Chancellor said that while he would have willingly accepted either candidate as Chancellor, he was extremely glad the decision had fallen on an old friend. He and Mr. Fleming had travelled together by sea and land, and he had learned to appreciate the rare qualities of his character. He did not know of a better example to set before the youth in the Institution, and hoped there would be many students trained up to resemble him. There was no man living whom he would rather have at his back in an undertaking requiring patience, strength and determination than the new Chancellor. It was not necessary to speak of his works. He had not only constructed a great railway but had written the story in a manner which redeems the dry details and makes the most indifferent finish the work after he has commenced it. The history of the Intercolonial Railway is a prominent contribution to Canadian literature. His characteristics were loyalty, calm resolve, devotion to truth, and boundless tolerance of opinion. The new Chancellor was a man who could listen to everyone, no matter what his opinions might be. He believed that a man might differ from him and yet be a thoroughly honest and able man. This was the kind of a man for the head of this truly national University. (Applause.)

The Vice-Chancellor then advanced towards the Chancellor-elect and administered the following declaration:—"Do you Sandford Fleming, Companion of St. Michael and St. George, undertake to perform to the best of your ability the duties of Chancellor of Queen's University. Do you promise by all lawful rights to defend its rights and promote its welfare?" Mr. Fleming replied—"I do," when the Vice-Chancellor shook hands with him and declared him Chancellor of the University. The Registrar of Council then conducted him below and invested him with the robes of his office—a rich brocaded silk gown, trimmed along the front from the shoulders down with a broad gold band, and a mortar board, with gold tassel. When the Chancellor again made his appearance, clad in this magnificent costume, he was greeted with enthusiastic cheers and rounds of prolonged applause.

The Chancellor then proceeded with his inaugural address, which will be found elsewhere, and which was a masterly production. The address was frequently interrupted by applause. At its conclusion the Chancellor was greeted with rounds of applause, which he acknowledged by bowing.

#### HONORARY DEGREES.

The Vice-Chancellor now called on the Registrar to read a minute of Senate conferring the honorary degree of D.D. on the Rev. D. Macrae, M. A., Moderator of the General Assembly of the Presbyterian Church in Canada, and on the Rev. James Nish, of Sandhurst, Victoria, Commissioner from Australia to the Pan-Presbyterian Council, and Clerk of the Australian Assembly. These gentlemen rose and came to the front of the platform, while the Vice-Chancellor presented them to the Chancellor, with the following remarks: I have much pleasure, Mr. Chancellor, in presenting to you for the purpose of receiving the degree of D.D., the Rev. D. Macrae, and the Rev. James Nish, who represent officially the two great Presbyterian Churches of Canada and Australia. The Senate has deemed these men worthy to be placed on the first page of a new book, and it will be your first official act as Chancellor to confer the honor. Queen's University has been very chary in the past of its honorary degrees, and will probably be even more chary in future. But we feel that this is no ordinary occasion and that these are not ordinary men. Mr. Macrae

is a native Canadian, born in that wonderful part of Canada, Pictou County, N.S., which has already given three Principals to Canadian Colleges, and has produced many other distinguished men. Mr. Macrae went home to Scotland, and graduated in Arts from King's College, Aberdeen. He also pursued his theological studies at that famous university. After his ordination he laboured first in Nova Scotia and then in New Brunswick. His ability has been recognized by his ministerial brethren, and at a comparatively early age he has been elevated to the highest office in their gift. After paying a warm tribute to the Moderator's ability as a preacher, lecturer and pastor, the Vice-Chancellor introduced the Rev. James Nish. I have also much pleasure, Mr. Chancellor, in introducing to you as worthy to receive the degree of D.D. the Rev. James Nish. Mr. Nish, though not a Canadian, like Mr. Macrae, is the next best thing to it—a Scotchman. (Laughter.) So well have his services been appreciated by his brethren that they asked the Senate of Queen's to confer the degree upon him during his visit to Canada. The General Assembly of Victoria also appointed him their representative at Philadelphia. I have had great pleasure lately in reading some works by Mr. Nish on Church polity and other subjects, and can testify to their high merit. (Loud applause.) The Chancellor then shook hands with the new Doctors and ordered their names to be put on the roll of honorary graduates.

#### REV. DR. MACRAE.

The Rev. Dr. Macrae tendered his hearty thanks for the honor which had been conferred upon him, and hoped his future conduct would be such as not to tarnish the fair fame of the institution. He felt the honor which had just been conferred on him to be a very high one, and for several reasons. The first was because of the high record of the university, which they had heard so pathetically and beautifully detailed by Prof. Williamson on the preceding evening. It was shown that the progress of the institution had not only been gradual, but that it had taken leaps and starts of a most astonishing character. They had heard that within the past ten years the attendance of students had quadrupled. A second reason for valuing the honour was because the Principal was the man that he was. The county of Pictou had produced many remarkable men, and Dr. Grant was one of these. He had been one of the speaker's earliest friends, and no one rejoiced at Dr. Grant's elevation more than he did, and no one had watched his career with more interest. A third reason was that Queen's was the only Presbyterian University in the Dominion, and in it he felt a double interest as being the Moderator of the Assembly for the time being. In former days those who had degrees conferred on them had to propose a certain question as a thesis, and had to defend it against all comers. That day had gone by, and he was not going to inflict a long or profound argument upon the audience, but if he had to do it he would dwell upon the proposition which had been made that theology was stationary; and that it had not advanced for centuries. He demurred to that statement. If theology meant all that bore upon the development of the knowledge of God, it must advance, and additions were being made to it in the best sense of the term all the time. He hoped the teaching in the University would continue to develop the liberality of thought and theology which had found so able a defender as Principal Grant. He hoped that before long another and a better chance would be given for the discussion of the subject. In conclusion he defended the institution of colleges in a new country, as it was something to have homes of learning as much disseminated over the length and breadth of the land as possible. As the Moderator sat down he was greeted with loud applause.

REV. DR. NISH.

The Rev. Dr. Nish said he valued the honor very highly because it had something to do with the work in which he had been engaged. He valued it because as a native of Scotland he had received the honour from a Canadian University. There were several other reasons why he valued the honor. In Australia there were several universities. It might be asked why he did not get his degree there. The reason was that the Universities in Australia had not the right to confer theological degrees. They had the University of Melbourne, which possessed the Faculties of Arts, Medicine and Law, and received \$45,000 per annum from the Government, the University of New South Wales, also supported by the Government, and the University of Adelaide, which has been endowed liberally by its friends. Dr. Nish proceeded to give instances of liberality on the part of laymen of the Presbyterian Church in Melbourne to the universities. One man had given £30,000 to Melbourne University for the erection of a Convocation Hall, and had given other donations. Numerous instances of like liberality were narrated. Speaking of public libraries, he said, one in Melbourne contained 120,000 volumes, at a cost \$600,000, principally raised by annual grants from Parliament. Dr. Nish then referred to the educational system in Australia. Primary education was entirely free, but secondary education was paid for. In order that the poorer classes might have the benefit of the secondary system, exhibitions were provided for, and the winners were sent to the grammar schools and university, and maintained there for five years.

#### HIS EXCELLENCY'S AND THE CHANCELLOR'S PRIZES.

The Vice-Chancellor then announced that H. E. the Governor General had announced a valuable prize for competition in the University in commemoration of the laying of the corner stones of the new buildings by the Princess and himself in May, 1879. This announcement was received with loud cheers from the gallery. He also announced that the Chancellor had given a gold medal for each year of his incumbency in the office. He would also give three prizes of \$50 each for essays, to be open to all students but especially to those in Arts, Medicine and Divinity.

This concluded the business of convocation and the meeting was dismissed with the benediction by the Chancellor's Chaplain, the Rev. D. M. Gordon, B.D., of Ottawa.

#### CONVERSAZIONE.

But the affair of the inaugural ceremonies took place on Friday evening. In honour of his election the Chancellor gave a *conversazione* in the buildings on that evening, which was one of the most brilliant affairs ever given in the city. About seven o'clock a detachment of students who had been detailed by their duties by Mr. A. P. Knight, the director of ceremonies, arrived to take charge of the arrangements for the accommodation of the guests. The lighting apparatus of the building is very nearly perfect and the illumination had a most brilliant and imposing effect. The campus was also lighted with Chinese lanterns. The guests on arriving were taken in charge by ushers. These gentlemen deserve great credit for the way they did their duty and the perfect arrangements they had made must have greatly added to the comfort of the guests. The ladies were conducted to the Natural Philosophy and Senate rooms, which were used as cloak rooms. These were in charge of a number of female attendants, who thoroughly knew their duty and the facilities for obtaining wraps, &c., were most complete. The gentlemen's cloak rooms were the Philosophy and Natural Science Class rooms, and were in charge of a number of students, who saw to it that not the slightest confusion took place. As the guests went up the main stairway they were supplied with programmes and directed

to the Library, where the Chancellor held a reception. No place could possibly be more suitable for such a purpose than this room. Being semi-circular in form it admits of a continuous passage of people without their returning or backing out. The handsome appointments of the room mingling with the rich and varied dresses of the ladies, produced as pretty an effect as is ever seen. In front of the semi-circular counter facing the hall, stood the Chancellor in his robes of office, the Vice-Chancellor, the Mayor of Kingston, the Professors and a number of distinguished gentlemen from a distance. The visitors handed in their cards and as they approached the names were read out distinctly by D. McIntyre, B.A., President of the Alma Mater Society. The Chancellor shook hands with and addressed a few words to everyone present, rather a fatiguing operation considering the number of presentations that were made. After their presentation the people passed into the Reading Room, where the class photographs attracted considerable attention, especially the ladies, who endeavoured to find out the faces of friends departed. Some went up to the second tier in the Library to watch and probably criticize the ceremony of presentation, while others after promenading found their way into the Convocation Hall, where the string band of "B" Battery stationed in the gallery executed some capital music. Though this was strictly a *conversazione* and opportunities for dancing were not furnished, it is whispered that when the band would strike up a valse an empty class room was found to suit the devotees of Terpsichore admirably. At nine o'clock the presentations ceased and another part of the programme commenced. As is usual at *conversazioni* the intellectual was mingled with the social, and in pursuance of this custom lectures were given during the evening in several rooms which proved a great source of interest and amusement to the numbers of ladies and gentlemen who crowded the class rooms. In the Chemistry Class room Dr. Herbert A. Bayne, Professor of Physics in the Royal Military College of Canada, "lectured" on "water and its constituents." This began with electrolysis, and while different odours were wafted to the audience in illustrating the properties of the gases, the effect was ludicrous. The Mathematical Class room was occupied by Mr. A. P. Knight, M.A., who exhibited a number of astronomical and geological specimens and diagrams by means of the siopticon. This lecture proved highly interesting to an audience of mere onlookers, as well as scientifically inclined people. Mr. Max Dupuis delighted his hearers in the classical room with a "lantern trip through Europe." This was illustrated by a number of magnificent pictures.

After the conclusion of the lecturettes a move was made for the museum, which did duty as a refreshment room. The curator for the time being was Mr. A. W. Stephenson, who surrounded by an efficient body of waiters, was most assiduous in attending to the gastronomical wants of the guests. The appointments were a credit to the caterer. The band played during supper and the music which was of a very high order, was fully appreciated. After half an hour of promenading a general stampede was made to get seats in the hall, for the purpose of listening to the oratorical part of the programme. During the first speech some confusion prevailed, but it could not be expected that people who had been moving around so much could become composed on a moment's notice. However, owing to the efforts of the Principal quiet was obtained and further ingress or egress was refused.

The first speaker introduced was the Rev. S. S. Nelles, D.D., of '61, President of Victoria College, Cobourg. Dr. Nelles said it was with a very great deal of pleasure that he was present to witness the opening of a new building for Queen's University. The opening of a building like that in which they were assembled did not take place every day, and it was a cause of just pleasure to be able

to perform such a ceremony. As a member of a sister University, and as a graduate of Queen's itself, he offered his congratulations on the auspicious event. It marked emphatically a new era in the history of Queen's University. He congratulated the college on the marked improvement he had witnessed. He congratulated the city. It had a fine harbour, fine institutions, good schools, a good country behind, and had just reason to be proud of these things, but he thought it should be more proud of the growth of Queen's College than of anything else. They had their dark days, but now he had no condolence to offer for either Queen's or Victoria Colleges. They were now on the way to success and favor. They were trying to solve a great problem. They were trying, if possible, to support universities under difficult circumstances. Prof. Goldwin Smith had made the remark one time that the greatest universities had been built up by private benefactions. Many proofs could be adduced that universities would exist without state aid. He gave numerous instances of this, referring particularly to the United States. He hoped that the University would still go on and prosper until it became second to none in the country. He referred to the handsome donation given by Mr. Redpath to McGill University, in the shape of a building for the museum, and humorously referred to the charge made, that the money so granted had been made out of the sugar monopoly. He (Dr. Nelles) did not care very much whether the money was made in that way or not, as long as the College was benefited. He hoped that the dark days of Queen's University had passed away, and that the future would be one of progress. The speaker next referred to the question of consolidation. One difficulty would be in the moving of the Colleges which were already established. If this could be accomplished none would rejoice more than he did, for the longer he lived the more he hated sectarianism and bigotry. As to university consolidation the time for that had gone by. Many years ago Queen's and Victoria Colleges had urged it, and the late Principal Leitch and himself had laboured hard in that direction. The views of these Colleges were in the records of University College. The failure to unite was not because of narrowness on their part, but on that of University College. As to University College he drew an opposite conclusion from the Hon. Mr. Blake, that the stronger the universities became the more willing they would be to amalgamate. When the universities were weak they were anxious to amalgamate. But now that both Queen's and Victoria had made progress so rapidly, and had added to their buildings and teaching staffs, this put the idea of university consolidation, in his opinion, beyond the range of probability. He again warmly congratulated Queen's College upon the success which had attended its labours during the past few years.

The Principal then, in warm terms, introduced Dr. Goldwin Smith, as a writer whom they were proud to be able to speak of as a representative of Canadian literature. Dr. Smith said:

I was unfortunately prevented from being here yesterday when a rich banquet of oratory was spread for you by speakers of ability and fame. I had the pleasure, however, of being present this afternoon, at the installation of your new Chancellor, and I rejoiced to see such a man placed at the head of a University and expressing as he did his attachment to intellectual culture and its abodes. He is the worthy representative of practical science and of the victorious energies of industrial enterprise. I come bearing my tribute of congratulations and good wishes from a very different quarter. My presence here represents the old University of Oxford, the seat, as my honored friend Mr. Bright calls it, of dead languages and undying prejudices. The epigram by its force shows my friend's undying vigor of expression. But it recalls to my mind a summer afternoon on the lawn of a little house at

Oxford. Before us as we sat, lay the old city in its romantic beauty, while the sound of its bells filled the summer air; and I heard Mr. Bright say to himself, it would be very pleasant to be eighteen and to be coming here. Another incident occurs, which happened, I think, in that same place. Mr. Bright asked a friend "who was the greatest man in English history," and when the friend gave it up, he answered himself by saying "Milton, because he was so great both as a man of letters and as a citizen." Milton far from being a specimen of undying prejudice was, if anything, rather too much of an iconoclast; yet his genius was fed, as all readers both of his poetry and his prose well know, on the study of those dead languages. The study of the classics, as I am ready to maintain, has had a liberalizing tendency, not the reverse. The great champions of civil and religious liberty in the seventeenth century, Milton, Hampden, Pym, Vane, Selden, Sir John Eliot, even Cromwell himself, had received a classical education. Whatever may be illiberal at Oxford has its seat not in the University herself which in fact always casts a liberal vote, but in the non-resident squires and parsons, who are members of Convocation, and come up to vote at elections and other occasions when party feeling is roused. I agree with some of the remarks made by the Chancellor in his address this afternoon as to the diminished value of classical studies. They must come down from the supremacy which once was theirs. The ancient writers are no longer the only fountains of knowledge. An acquaintance with Greek and Latin is no longer the key to a casket which contains the only real literary treasures. Modern literature has come into existence. Science has grown up and demands its due place among the subjects of education. I may say for myself that though educated at Eton, then a purely classical school, and at Oxford then an almost exclusively classical University, no one more zealously took part in promoting a reform by which science, history and jurisprudence were placed on a level with classics in the curriculum. I was always in favor of making Greek optional even at the English Universities, and I know that this was advocated also by the late Lord Lyttelton who was a first rate classical scholar. Greek presents the difficulties of a new character to be mastered, and it leads to little beyond itself, though, by the way, the language of physical science is a debased form of Greek. But a man well acquainted with Latin may learn to read any one of the Romance languages with ease in three weeks. Though the classics are no longer the only literature, they are still the best manual for the study of humanity and the best school of taste. The Chancellor spoke this afternoon of using translations. Very good translations are being made, but the best of them is far from really making known to us the beauty of the original. Before I saw the ancient sculpture in the museums of Italy I fancied that I had got a good idea of it from the plaster casts. But when I came into the presence of the masterpieces themselves, I was overwhelmed with their magnificence. I believe that those who read the classics only in translations would be impressed in the same manner if the linguistic veil could be raised and the glories of the originals could be disclosed to their view. Sure I am that there can be no intellectual enjoyment or refreshment in the later years of life greater than the reading of the classics in the originals. There is no retirement from the heat and dust and turmoil of the world more renovating than that offered by the cool and shady grotte of ancient literature. *Cavis impositam illicem saxis, unde loquaces lymphæ desiliunt tuæ.* I am not for gerund-grinding or for compulsory Latin composition. I am not for compulsory study of the classics at all in the Universities of this country. But do not let us give up the Humanities. Science and mathematics by all means in due proportion; but something else is needful for the



education of a man and a citizen. The Chancellor bids us study nature because her works are perfect, while the works of man are imperfect; but the highest of nature's works is man, and men must be studied through literature and philosophy. How can political and social character be formed by mathematics and physical science alone. A journal said the other day that of twelve Oxford first-class men who had gone into the British House of Commons last April only one had as yet made his mark. Perhaps the best way in which a young man who went into Parliament last April could make his mark, especially in such a session as the last, was by discreet silence. Among the British Premiers of this century there are three who, whether their policy was right or wrong, stand out from the rest as having aimed high and acted on broad principles and being truly worthy of the name of statesmen—they are Canning, Peel and Gladstone—and all three were distinguished as classical scholars at Oxford. Culture will not give what nature and experience alone can give—practical sagacity, courage, energy, knowledge of the world; but they will foster noble aims, liberal sentiments and love of principle. They will prevent a man from sinking into the tool of a wirepuller or the servant of a "boss." I will not attempt to enter upon the subject of University organization, of which some of the speakers treated last night. I will not plant my feet on these ashes beneath which fierce fires glow. My own ideal of a University would, I own, be a federation of colleges, like Oxford or Cambridge, the University doing the higher teaching and conferring the degrees, each college having its own religious teaching and system of discipline within its own walls. This meets the religious difficulty and combines with the advantages of a great University the corporate spirit of the College. But apparently we cannot have this in Canada, and we must make the best of what we have. I am very sure that your Principal will make the best of what he has, and at the same time reduce to the smallest, whatever disadvantages there may be, in the denominational system. I know my friend's liberality of mind and power of tolerating difference of opinion. Let me present to the Chancellor and Trustees, and to all connected with Queen's University, my congratulations on the enlargement of its powers and usefulness by the erection of this handsome building. May many a generation of Queen's College students look back to this day as the date from which a new current of honour and prosperity began to flow.

Dr. J. Clark Murray, Professor of Mental and Moral Philosophy in McGill College, Montreal, and formerly of the same Chair of Queen's was the next speaker and was greeted with applause. He brought, he said, on behalf of Principal Dawson, the warm congratulations of McGill University on the success of Queen's. In the course of his remarks Prof. Murray referred to the great loss the University had sustained by the deaths of the late Prof. Mackerras and the late Mr. Ireland, with both of whom he had laboured for years in the past.

The Rev. Dr. Jacques, President of Albert College, Belleville, in a graceful little speech, tendered his congratulations. The example of this College was a good one for his to follow, and he thanked Queen's for allowing Albert College to look on such a magnificent building, and to point to it as a pattern.

The Rev. R. Torrance, Moderator of the Synod of Toronto and Kingston also presented his congratulations on the completion of the new building, with his good wishes for the still greater prosperity of the College in the future.

At the conclusion of the speeches which were listened to with great attention, most of the guests adjourned to the cloak rooms. A few who had not been able to get to the Museum on account of the closing of the doors in the hall, repaired to that interesting apartment and fortunately found

they were not too late. A number of under-graduates, who had been kept out of the hall managed by taking up a position in the corridor to get up an impromptu concert, much to the amusement of the other late virgins, who had been kept out in the cold.

Twelve o'clock closed on by far the most successful conversation ever held in Queen's, and the occasion will be long looked upon with delight by many old College friends who came together again after a long interval, a number of whom had brought their daughters and sons to give them an idea of what kind of amusements they had been accustomed to have in the older days of their Alma Mater.

Among the guests who were specially noticeable were the Hon. H. G. Joly, ex-Premier of Quebec, and Mrs. Joly, Prof. Goldwin Smith, Col. Hewitt, Com. of the Royal Military College, and the staff of that institution, Col. T. B. Strange, R.A., Com. "B" Battery, the officers of "B" Battery, and the 14th P.W.O. Rifles in uniform, Hon. Alex. Morris, Judge Dennistoun, Judge Macdonald, Revs. Drs. Bain and Bell, two of the three first students living, W. C. Caldwell, B.A. '66, M.P.P., Prof. Murray of Montreal, President Jacques, of Belleville, President Nelles, of Cobourg, R. C. Halliburton, Q.C. D.C.L., of Ottawa, Sir John Macdonald, LL.D., and the Hon. O. Mowat, LL.D., Premiers of Dominion and Province, although accepting invitations were kept from attending at the last moment.

#### THE PRESENTATIONS.

The following is a necessarily incomplete list of those presented to the Chancellor:

Mr. and Mrs. Armstrong, Mr. and Mrs. Andrews, Misses S. A. Allen, Ainsworth, E. Anglin, Messrs. R. D., W.G., and R. S. Anglin, J. Anderson, R. A. Adair, T. R. Alexander, J. V. Anglin.

Mr. and Mrs. T. Briggs, Mr. and Mrs. J. J. Bell, Mrs. Bain, Misses A. Burrows, Bustin, Rev. Dr. Bain, Messrs. L. W. Breck, B. M. Britton, W. S. Bethune, E. S. Boyden, W. Briden, F. I. Bamford, P. Browne, T. A. Bertram, Dr. Bayne.

Rev. R. J. and Mrs. Craig, Mr. and Mrs. W. G. Craig, Rev. Mr. and Mrs. Campbell, Mr. and Mrs. J. Craig, Dr. and Mrs. L. Clement, Mr. and Mrs. H. Cunningham, Rev. and Mrs. Cormack, Rev. C. A. and Mrs. Cooke, Misses M. E. Bamford, Cunningham, L. Couper, A. A. Chown, Rev. T. S. and Miss Chambers, Messrs. G. Creegan, J. Connell, E. Chown, W. C. Carruthers, J. B. Cushing, N. Campbell, J. Carmichael, W. C. Caldwell, J. Childerhouse, W. Chambers, Mr. and Mrs. J. Carruthers, Miss M. Carruthers, Mayor Carson, Miss Katie Campbell.

Dr. and Mrs. Day, Dr. and Mrs. Dupuis, Mr. and Miss Gould, Mr. and Mrs. Drummond, Mr. and Mrs. W. Downing, Mr. and Mrs. J. Downing, Mr. and Miss Drummond, (Ottawa), Misses Davy, Doran, Dick, Judge Dennistoun, Dr. S. Dow, Downing, B. M. Davis, L. T. Davis, Lieut. Donaldson, G. H. Denkie, S. T. Drennan, S. W. Dyke, Dunlop, P. Day, S. L. Daly, R. Dewsbury, J. Dunbar, E. J. Dwyer, G. M. Duff, Prof. and Mrs. Dupuis.

Mrs. Elliott, Miss S. J. Elliott, Messrs. T. A. Elliott, J. G. Elliott.

Mr. R. N. and Miss Fraser, Mr. and Mrs. D. Fraser, Mr. G. G. Fraser, Miss Fraser, Mr. M. and Miss Flanagan, Mr. and Mrs. W. H. Fuller, Mr. and Mrs. G. S. Fenwick, Rev. T. F. and Mrs. Fotheringham, Dr. Mrs. and Miss Fowler, Mrs. J. W. Farrell, Mrs. G. D. Ferguson, Mrs. W. Fraser, Misses H. Ford, G. R. Ford, M. Folger, Farrell, B. Farrell, Fenwick, D. Fraser, Rev. D. Fraser, Dr. K. N. Fenwick, Messrs. J. D. Fowler, A. Forin, J. D. Froiland, J. O. Ferguson, W. G. Ford, R. M. Ford, O. M. Fraser, A. G. Farrell, Prof. Ferguson, Mr. Frank Fleming, Prof. and Mrs. Fowler.

Mr. R. and Miss N. Gardiner, Mr. J. and Mrs. Galloway

Mr. and Mrs. G. W. Gaden, Mr. and Mrs. W. J. Gibson, Rev. H. and Mrs. Gracey, Mr. and Miss Grange, Rev. T. B. Glassford, Messrs. R. J. Gowdy, J. A. Grant, J. M. Gray, G. Gordon, A. Givan, G. Gillies, H. B. Gordon, D. A. Givens, Rev. D. M. Gordon, A. Gunn, M. P. Dr. J. E. Galbraith, The Principal and Mrs. Grant, H. B. Gordon.

Mr. J. H. and Miss Hutchison, Mr. and Mrs. J. A. Hendry, Mr. and Mrs. P. R. Henderson, Prof. and Mrs. Harris, Rev. Mr. and Mrs. Hagar, Mr. and Mrs. G. S. Hobart, Lieut. and Mrs. Hubbell, Mr. and Mrs. W. Hart, Miss Hart, Miss Henderson, (Belleville), Miss Howard, Drs. Horton, and Henderson, Messrs. S. W. Hobart, G. Henderson, T. Hendry, H. Halliday, W. Hall, S. Harper, J. A. Hamilton, F. Heath, A. W. Herrington, J. Hay, C. C. Herald, Col. and Mrs. Hewitt.

Messrs. C. F. Ireland, F. C. Ireland, W. H. Irvine.

Rev. T. and Mrs. Jolliffe, Misses M. Johnson, Johnston, A. Johnston, Dr. and Mrs. Jackson, Messrs. J. W. and J. Johnston, C. E. Jarvis, Hon. Mr. and Mrs. Joly, Major and Mrs. Jones.

Dr. R. Kennedy, G. A. Kirkpatrick, M. P., Messrs. J. D. Kennedy, J. F. Knox, Rev. F. W. Kirkpatrick, Mr. and Mrs. R. Kent, Mr. W. G. and Miss Minnie Kidd, Misses Kelly, Susie Kelly, Lieut. C. D. Kerr, Messrs. S. Keith, F. W. Koyle, G. M. Kinghorn, Major and Mrs. Kensington.

Dr. Mrs. and the Misses Lavell, Miss H. B. Leslie, Mr. and Mrs. E. Law, Rev. R. J. Laillaw, Messrs. J. R. Lavell, A. R. Linton, Mrs. Lawson.

Mr. K. Macpherson, Miss M. Macpherson, Miss W. Macpherson, Miss E. Macpherson, Miss Edith Macpherson, Miss Macpherson, Rev. D. J. and Mrs. Macdonnell, Mr. and Mrs. T. Mills, Mr. and Mrs. G. Mills, Rev. E. and Mrs. Mullen, Mrs. Merrick, Mrs. Milne, Mrs. W. Macalister, Misses Macnee, Macalister, Muckleston, Macaulay, Malone, Morsan, Mitchell, Mair, V. Mair, Revs. D. Mitchell, M. Macgillivray, A. Macgillivray, D. Macrae, A. Macdonnell, Drs. W. G. Metcalf, Murry, V. H. Brown, R. R. Kilbourn, Lieut.-Col. Montizambert, Messrs. J. Mudie, T. Minnes, J. Maloney, G. M. Macdonnell, A. J. Macdonnell, H. M. Mowat, K. McGill Mowat, T. G. Moore, J. Moore, A. Macalister, A. A. Mordy, T. G. Macalister, Judge Macdonald, Prof. Mowat.

Mr. and Mrs. T. H. McGuire, Rev. M. W. and Mrs. McLean, Mr. and Mrs. J. McIntyre, Dr. J. and Mrs. McCammon, Mr. S. and Mrs. McCammon (Gananogue), Mr. and Mrs. D. McFarlane, Dr. A. and Mrs. McLaren, Rev. F. and Mrs. McCuaig, Mr. and Mrs. McKossie, Mr. R. J. and Mrs. J. McKelvey, Mrs. J. McKay, Mrs. McLennan, Mr. and Mrs. J. McLaurin, Mrs. J. McMillan, Misses H. McIntyre, McMillan, McLaren, Jessie McCall, Millie McColl, Jennie McKay, C. McLaren, A. McIntyre, McLeod, McDunnough, McAdan, Revs. R. McKay, E. D. McLaren, D. J. McLean, Messrs. C. S. McCammon, J. McArthur, J. S. McGurn, A. McLoughlin, A. McAuley, G. S. McGill, T. H. McGuire, P. C. McGregor, W. T. McCarthy, R. McLennan, J. McDowell, A. McTavish, J. I. McCracken, D. McTavish, J. P. McNaughton.

Rev. J. and Mrs. Nish, Rev. Dr. and Mrs. Neill, Rev. A. B. and Mrs. Nicholson, Mr. and Mrs. W. Nickle, Miss Nickle, Dr. Nelles, W. Nicol, D. Nicol.

Mrs. C. Oliver, Mrs. A. S. Oliver, Miss E. L. Offord, Messrs. J. F. O'Shea, E. Oldham, R. Owens, Col. Oliver.

Mr. and Mrs. E. J. B. Pense, Dr. Parker, Miss F. A. Parker, Miss A. Parker, Mrs. Paton, Miss Phillips, Judge Price, Rev. G. and Mrs. Porteous, Messrs. C. D. Pomeroy, P. M. Pollock, A. A. Pratt.

Mr. and Mrs. Wm. Robinson, Miss Renton, Miss Nellie Ross, E. G. Rose, Miss Rose, Dr. R. A. Reeve, Rev. D. Ross, Messrs. A. Ross, J. Richardson, J. Redden, H. B. Rathbun, M. S. Robertson, Major Ridout, L. Ross.

Dr. and Mrs. T. G. Smith, Dr. and Mrs. Sullivan, Mr. and Mrs. J. Shannon, Mr. and Mrs. J. Swift, Mr. A. and

Miss A. Shaw, Capt. and Mrs. Spriggs, Major and Mrs. Smythe, Mr. and Mrs. S. F. Stewart, Dr. and Mrs. Saunders, Rev. A. and Mrs. Spencer, Mr. Irwin and Miss Stewart, Mrs. A. G. Scott, Misses Shibley, J. Stewart, St. Remy, W. Stover, Captains Shepard and Sankey, Father Spratt, Rev. J. C. Smith, Messrs. I. Simpson, J. M. Sherlock, D. Stewart, J. M. Shaw, T. J. Symington, A. Short, L. W. Shannon, T. Stevenson, R. W. Shannon, J. E. Stirling, J. S. Skinner, Prof. Goldwin Smith, Col. and Mrs. Strange.

Rev. R. and Mrs. Torrance, Rev. Father Twohey, L. W. Thom, A. Thomson.

Mrs. Voigt.

Rev. D. and Mrs. Wishart, Mr. F. C. Wade, Mrs. H. H. and Miss E. A. Wade, Rev. A. and Mrs. Wilson, Mr. and Mrs. S. Woods, Mr. and Mrs. R. Waddell, Mr. D. R. and Miss Whitehead, Mr. and Mrs. F. Welsh, Mrs. E. R. Welsh, Mr. and Mrs. R. Waldron, Miss Wartman, Miss P. Walkem, Miss F. E. Wilson, Prof. Williamson, Dr. Wardrope, Dr. G. T. C. Ward, Messrs. J. R. Wightman, G. R. Webster, J. L. Whiting, H. Wade, D. A. Wallace, H. W. Westlake, Major and Mrs. Walker, Prof. and Mrs. Watson.

Mrs. O. Yates, Miss B. Yates, Miss H. Yates, Messrs. A. G. Young, J. Young.

The following is the programme rendered during the evening by the Battery Band orchestra:

Overture—Lustseil .....	Keler Bela.
Lancer—Lola .....	Hempfl.
Valse—Elonore .....	Carlow.
Galop—Eclectic .....	Schact.
March—Apollo .....	Kietzel.
Valse—Neilson .....	Coote.
Overture—Occasional .....	Trendell.
Colonaise—Masked .....	Faust.
Valse—Blue Danube .....	Strauss.
Quadrille—Sensational .....	
Galop—Overland Mail .....	Coote.

## SATURDAY.

Saturday dawned brightly, but about 10 o'clock it began to rain and it did rain. The walks in the Park soon became fearfully muddy and the crowd of students who had assembled there with all the athletic apparatus were huddled into the pavilion wishing "that the sports had been held yesterday." It soon became evident that a postponement must take place, and an extempore meeting of the ex-com. being held, this was decided upon, the date fixed being Monday, the 18th. With the exception of that of Albert College all foreign associations failed to send representatives, and though we would have been delighted to see our friends from Toronto, Cobourg and Montreal, it is just as well that they did so under the circumstances. The Albert College men, Messrs. Davis, Magill and Forin, decided to remain over until Monday, in hope of having finer weather. The presentation of prizes was to be one of the principal features of the concert in the evening, and the sports being "off" the concert was also postponed.

The only thing done on this day was the tree planting. The arrangements for this part of the programme were unique. The trees are laid out in avenues and groves. The "Philosophers' walk," or peripatetic avenue as a junior facetiously termed it, will be planted by University officers. Then there will be groves for founders, graduates, students, benefactors, ladies, and trustees. A record will be kept of each tree with its owner's name, and a chart made out which will be hung in a conspicuous place. The newly made Doctors, Macrae and Nish, planted the first trees. Many graduates and benefactors took this opportunity of identifying themselves with the College, as

their names will grow up with it, as it were. We may say that the contractor is bound to make every tree grow, and as Mr. Nicol has always been eminently successful in arboriculture there is little risk of the project not turning out satisfactorily. The following are among those who planted trees:

Rev. Dr. Bell, Walkerton; Rev. Dr. Wardrope, Guelph; Rev. Robert Campbell, M.A., and A. T. Drummond, B.A., Montreal; Rev. Dr. J. Macdonnell, B.D., Rev. J. S. Eaken, R. A. Reeve, M.D., and George Bell, B.A., Toronto; Rev. Dr. Bell, P. C. McGregor, B.A., Almonte; W. Caldwell, B.A., M.P.P., Lanark; Rev. J. Carmichael, M.A., King; Rev. M. McGillivray, M.A., Scarboro; Rev. Donald Fraser, M.A., Mount Forest; Rev. Dr. Neil, Seymour; Rev. Dr. Bain, Perth; John F. Bain, B.A., H.V. Bain, B.A., M.D., Winnipeg; Rev. D. J. McLean, M.A., Arnprior; D. B. McLennan, Q.C., Cornwall; Rev. Dr. Nelles, President Victoria University, Cobourg, whose D.D. is from Queen's; Rev. Robert Campbell, M.A., Renfrew; J. J. Bell, M.A., Picton, Hon. John Hamilton. Besides these the Chancellor, the Principal, Professors, citizens, and many ladies contributed to the density of the groves.

#### THE SPORTS.

The athletic meeting for the session was held, on account of the rain, in the Drill Shed, which by the way, though under military authority, belongs to the University, having been bought with the land on which it stands. We are sorry to say the arrangements were none of the best; there were too many cooks. What is needed in such affairs as this is one efficient man with power to direct everything. There was only one judge on hand and no starters or time keepers. The honorary officers don't seem to have been notified of the meeting. We trust this is the last time that bungling will be laid to the charge of the ex-Com. We quote from the programme the list of officers:

Judges—The Chancellor, the Principal, John Watson, Esq., L.L.D., John R. Dickson, Esq., M.D., &c., T. Dupuis, Esq., M.D.; K. N. Fenwick, Esq., M.A., M.D., Lt.-Col. Hewitt, R.E.

Time Keepers—Rev. Prof. Williamson, L.L.D., and M. Sullivan, Esq., M.D.

Scorer—W. H. Henderson, Esq., M.D.

Starters—C. F. Ireland, B.A., and D. A. Givens, B.A.

Ex-Com. Arts—Mowat, Rathbun, Pollock, H. E. Young and John Young.

Medical—W. J. Gibson, B.A., J. B. McGurn, F. R. Alexander, D. Cameron and A. B. Cornell.

Hon. Secretary—John Hay.

On the whole the competitions were very good, the *Whig* says: "The display of muscle and agility was remarkable, some of the contests being unsurpassed in the experience of the students."

The champion of the University proved to be H. N. Macdonald, of the final class in Medicine, who had a score of 97 points out of a possible 100. Next came John Young, '82, and Shaw '83, had 22 and 23 respectively.

In the heavy weight contests Macdonald distanced all others, but Young was a good second. In jumping Bertram and Macdonald were about equal, but there was really nothing first-class except the high jump of five feet. The contest in pole vaulting, which is usually one of the prettiest, was very tame. John Young, whose average is over nine feet, only having to clear seven feet at beat. The Principal had given a special prize for tossing the caber, and expressed a desire that the event should be open to the Cadets of the R. M. College, two of these gentlemen entered, but the telegraph pole proved too much for them, and the first prize was given to Macdonald with a throw of forty feet. A. Macauley was the only other man of half a dozen who seemed at home with the huge stick, and threw 33 feet.

The racing of the day was exceptionally good. Though the shed is ill suited for racing on account of the turns, there being fourteen laps to the mile, still what disadvantage there was to runners was made up by the great advantage spectators enjoyed in seeing the races distinctly from the start to the finish. The most closely contested race was the two mile walk, during the progress of which intense excitement prevailed. Rutherford and Hay, with Bamford, Gould '83 and Farrell '84, came up to the scratch and were sent well away. Bamford and Gould were soon ruled out. The other three continued the twenty-eight laps and finished, with Rutherford first and Farrell a few feet before Hay. The judges then consulted and ruled all three out for unfair walking. They were now in a dilemma as to awarding prizes, as two men had not been allowed to finish for the same offence. But they grasped the situation and considered that the freshman did the fairest walking, they made him equal with Rutherford; Hay second. As no protests came from the other two men, this decision was made final. Spankie won the half mile hurdle races as he liked. The 100 yards dash, in heats, was a hot contest. Renton took first heat and Spankie the next two, but as he went inside of a flag the race was given to Renton, Bertram third. The mile race was taken by Shaw, a remarkably fast runner, who ran the last quarter mile as he would a dash. The open race, quarter mile, had four competitors. Spankie kept the lead for one lap, but he had injured himself in the morning and had to drop out. Cadet VanBuskirk, a first rate runner, was first, with Cadets Joly and Laurie next in order. The tug of war was postponed till Saturday, Nov. 6th, in the same place, when a number of teams will compete. Below we give the prize list:

Throwing heavy hammer, 16 lbs.—H. N. McDonald, 83 feet, 34 inches; John Young, 69 feet, 9 inches.

Throwing light hammer, 12 lbs.—H. N. McDonald, 101 feet, 3 inches; John Young, 78 feet, 9 inches.

Putting heavy stone, 21 lbs.—H. N. McDonald, 31 feet, 3 inches; John Young, 27 feet 6 inches.

Putting light stone, 14 lbs.—H. N. McDonald, 40 feet; John Young, 34 feet, 7 inches.

Hop, step and jump—T. A. Bertram, 36 feet, 9 inches; John Young, 33 feet, 8 inches.

Two mile walk (twenty-eight laps of shed)—H. B. Rutherford and Alex. Farrell, equal; John Hay.

Slinging heavy weight, 56 lbs.—H. N. McDonald, 22 feet 2 inches; A. Givan, 19 feet, 2 inches.

Standing long jump (without stones)—H. N. McDonald, 9 feet, 14 inches; T. A. Bertram, 8 feet, 9 inches.

Standing high jump—H. N. McDonald, 4 feet, 3 inches. T. A. Bertram, 4 feet 1 inch.

Half mile hurdle race, 14 hurdles—W. Spankie, J. Shaw, and Alex. Forin.

Running long jump—John Young, 15 feet 9 inches; T. A. Bertram, 15 feet 6 inches.

Running high jump—H. N. McDonald and T. A. Bertram, equal, 5 feet.

Vaulting with pole—John Young.

Tossing the caber—H. N. McDonald, 40 feet, 9 inches; A. McAuley, 33 feet 11 inches.

One mile run—J. Shaw and W. Nicol.

Graduates' race, 440 yards—John McArthur and H. McMillan.

100 yards dash—T. Renton, Wm. Spankie and T. A. Bertram.

440 yards dash—Cadets VanBuskirk, Joly and Laurie. Three-legged race—Messrs. P. Langill and John Young.

#### SUNDAY.

The following is a very brief summary of the most important thoughts brought out in the three able sermons which were delivered in Convocation Hall in connection with the opening ceremonies:

The first was delivered by Dr. Macrae, Moderator of the General Assembly, who spoke from the words "Apt to teach." II Timothy, IV. 24. He spoke out strongly in favour of education as an aid in Bible study. Ignorance was no longer to be considered as the mother of devotion. The Bible teaches us to learn of, and love Christ as the head over all things, and to study his word. The possession of knowledge, however, is not salvation, and although an excellent thing, yet Christian trust in the knowledge of God in Christ is the crown of all. He dwelt at length on two points, (1.) the nature of revelation; (2.) that Christians shall not be behind in education. The Bible has no particular doctrine or creed, nor, if it had, would controversy cease. The blank was left that men might search the Scriptures, becoming educated thereby. The Bible contains passages which, like a key, if rightly turned and guided by Christ's spirit, would reveal the mysterious. While education is not essential to a saving knowledge of Christ, yet no Church can put down scepticism by keeping its people in ignorance. Christians have nothing to fear from education. All truth is from God, and no one truth can come into collision with another. He then referred to the success of education in this Province and city, and ventured the opinion that so long as Queen's was presided over as now young men would be trained up, like David, to be useful in their day and generation.

The afternoon service was conducted by the Rev. Mr. Sheraton, Principal of the Episcopal Divinity School, Toronto. His text was, "And has made us unto our God, kings and priests," Revelations V. 10. He began by congratulating the friends of the College and adding his God-speed to the institution. Man, he said, was born a king, but through self will had lost his high position. The devil had sunk man to the lowest depths. Everywhere his trail could be seen in the quarrels of nations and men. Worldly ambition, though seemingly worthy of gratification, when stripped of its cover appeared in its true light as worthless, and the end of it all was death. But there is another and glorious ambition; to be like Christ. He then showed at some length that Christ possessed the true idea of kingship. Though equal with God having humbled himself, God exalted him. The speaker then referred to the priesthood, which he said meant self-abandonment. God and self could not exist in the same heart. When Christ entered the heart, to be devoted to Him was the true priesthood, and devotion to Christ involved devotion to men. In conclusion he said that the priesthood was to be exercised by all; it was to conquer the world and bring light into darkness. Christian men were wanted, who would devote themselves to Christ. He concluded with an earnest appeal for all to strive for more of the spirit and love of Christ.

In the evening Dr. Nelles preached from two passages "One generation passeth away and another generation cometh, but the earth abideth forever."—Ecclesiastes I. 4.

"Other men laboured and ye are entered into their labours.—St. John IV., 38. Everywhere we find traces of the dead. On this continent we tread on the graves of a race which in some parts of the country have left traces which show them to have possessed a high degree of civilization. In many parts of the old world the dust of the earth is largely composed of the ashes of the dead in which are buried other dead. And so it is with national life: it lasts not for ever. If we stand on the shore of the Mediterranean we are in the graveyard of the nations. We see the lofty pyramids despoiling the tombstones of Egypt. Palestine is desolate! Babylon and Nineveh are remembered only in history. Yet their labours remain, accumulating with the lapse of time, moral and intellectual results, vast treasures of philosophy, science, art, experience and wisdom, ever increasing as they roll on and on and enter into one great reservoir like the sources of the ocean. In this restless time, when we seem to have lost our anchorage,

it is a source of strength and inspiration to remember those old heroes of faith, as Abraham, Moses, Daniel, John the Baptist, and the martyrs of later times, whose labours we inherit. We are also indebted to men of thought. More than 2000 years ago Euclid established the truths of Geometry which have assisted such men as Copernicus and Newton in making their discoveries. Now all this has not a speculative value only, but it comes down to every day life. Science brings comfort to the poor man; for whom I would specially plead. It means for him better, cheaper and more abundant food; it means relief from famine and disease; it means better clothing, and better homes. Like the sun which shines on all alike, science aids the poor man as well as the rich. The scientific and speculative labours of men are often contrasted with practical talent and executive power. Now I will not defend the speculative against the practical, but by means of the practical. The practical man, in the sick room, is not the quack who treats with recklessness and ignorance the curiously wrought frame, and who is only practical in taking your money. He is the practical man who has gone through a special training for his profession under skilled teachers. The practical man on the sea is the one who is versed in scientific discoveries, and so in all other callings and professions, the practical men are those who, availing themselves of the accumulated knowledge of past generations, are thus fitted for their work and made capable, in turn, of adding something more to the general stock of knowledge. There is a cry abroad for common sense. Now it is only common, as the soil is common, but possessing various degrees of richness. We are all for common sense, but the best common sense is common sense at the best. The common sense view of things, however, is sometimes erroneous. The common sense view of the earth is that it is a plane, and of the solar system that the sun rises in the east and sets in the west. The scientific view, however, we know is quite different. There are some who seem to dread the contact of science and religion. But, though science, philosophy, and literature do disturb the Church, yet we plead for them, we rear institutions in order to fill the young men of our land with a knowledge of science; and it will one day be found subservient to religion increasing the power and usefulness of the Church. What we have most to fear is not scepticism or differences among Churches, but an enlargement of our wisdom without getting nearer to the cross of Christ. We want no new gospel, but more light on the old one. Finally the speaker referred to the men of action, to the heroes who had suffered, bled and died for liberty, political and ecclesiastical; and closed by naming the two functions of a University: first to convey to the youth as much of this accumulated knowledge as possible. The chief power of a University lies in its Professors, who, to be teachers in the highest sense, should be Christians. The other function is diffusion. There cannot be too many of the young educated in the higher branches of knowledge, and if machinery will in time to come release people from toil so much as to enable them to seek mental improvement it will be a step toward the millennial glory.

## MONDAY.

### CONCERT.

The Committee of management have reason to congratulate themselves on the success which has attended their efforts. As the first Concert held within the walls of the new University it was a decided success. By eight o'clock on Monday evening a large audience was assembled in the Convocation Hall. The gallery was crowded with students, who formed a gallant band of "deities." Dr. Grant on entering received an ovation from this "order," who immediately declared "He was a jolly good fellow," and if anyone attempted to deny it, they would challenge his veracity, or

words to that effect. Enlivened by their success, they solemnly chanted "the Bingo Farm," advancing at the same time some alarming and revolutionary theories in horticulture, and in conclusion they emphatically declared, they would never go there any more. Dr. Grant seemed particularly struck with the manner in which this beautiful selection was rendered. He paid the "gods" a high compliment, remarking that the volume of sound was unrivalled but from a musical point of view, he thought there was room for improvement. This was looked on in the light of an encore, and called forth the lively melody of "old Grimes." The Principal in a few appropriate words, introduced the Glee Club, who rendered "Gaudemus Igitur" in splendid style, showing a marked improvement over former years. Mr. Joseph B. Walkem then sang Blumenthal's "My Queen" with great ability. Miss Bates sang Bechtat's "Oh Come to Me," with her usual sweetness, and gracefully acceded to the loud encores which followed. Miss P. Walkem, Miss Ferris and Mr. J. B. Walkem fully sustained the high reputation they have earned as musicians by their exquisite rendering of Rossini's trio "La Carita." This brought the first part of the programme to a close, after which there was a five minutes' intermission, employed by one detachment of the "deities" in combining instruction with amusement, by addressing the audience in the new conversational method of teaching Latin in Queen's, as exemplified in "Hetaïroi Chairette," while another choir sang "Ellie Rhee," at the same time; the two blended most harmoniously. Mr. Tandy opened the second part by singing Verdi's "Inferno" in his usual good voice, calling forth loud encores. He responded by singing "Hearts of Oaks," which those in "Olympus" considered as a very graceful compliment. The Glee Club sang an original chorus by F.C.H., and Miss Ferris charmed the audience with the "Banks of Allanwater," and then sang "Darby and Joan" as an encore. The Glee Club brought the programme to a close by singing "Alma Mater," an original song by J.B.M. Dr. Grant in his usual happy manner, thanked on the part of the students, the ladies and gentlemen who had so kindly taken part in the concert. "God save the Queen" closed the proceedings, and the large audience dispersed, pleased we hope with the evening's entertainment.

# SANDFORD FLEMING, C.E., C.M.G.,

CHANCELLOR OF QUEEN'S UNIVERSITY

WE can afford space for only a brief sketch of our new Chancellor. He speaks for himself at length in his inaugural. Mr. Fleming was born in 1827 in Kirkcaldy, Fife-shire, Scotland, and was educated in the school where Thos. Carlyle and Edward Irving had before his day taught the youth of "the lang toon." At an early age he came to Canada, studying the profession of civil engineer. From 1852 to 1863 he was on the engineering staff of the Northern railway of Canada, during the greater part of which time he acted as Chief Engineer of the road. While acting in this capacity he was engineer of many important works in the country. In 1863 Mr. Fleming was sent as a delegate to England, as the bearer of a memorial to the Imperial Government in the interest of the people of the Red River settlement. In the same year he was appointed by the Governments of Canada, Nova Scotia and New Brunswick, and also by the Imperial Government, to conduct the preliminary survey of the Intercolonial Railway. So favourably was the Duke of Newcastle—then the Colonial Secretary—impressed with his character and ability that he made Mr. Fleming's appointment by the Governments of the different Provinces a condition of the Imperial Government taking part in the work. Mr. Fleming conducted all the location surveys, and as Chief Engineer superintended the construction of the Inter-

colonial till its completion in 1876. Meantime he had been appointed, in 1871, Engineer in Chief to carry on the Pacific Railway surveys. In 1872 he successfully led an expedition from the Atlantic to the Pacific ocean, through Canadian territory, and for the most part along the general route of the projected railway. This is the expedition of which our Principal (then known as Rev. G. M. Grant of Halifax, N.S.) acted as Secretary, and described in his book "Ocean to Ocean through Canada." While engaged on the Intercolonial and in the exploring operations between Ottawa and British Columbia, for the Pacific Railway, Mr. Fleming was charged by the Government of Newfoundland to conduct a railway survey from St. John's to St. George's Bay. For his valuable services he was in May, 1877, created by the Queen a Companion of the Order of St. Michael and St. George. Mr. Fleming is a man of fine presence. As a lady enthusiastically exclaimed in Convocation Hall when he appeared in his Chancellor's robes, "he looks every inch an Emperor." His appearance is the index of his noble character. The men who have known him longest appreciate him most highly, and he invariably inspires those who work under him with great enthusiasm. As a civil engineer, he is, of course, at the head of his profession in Canada, and has had something to do with most of the great engineering works in the Dominion. Mr. Fleming is the author of numerous printed reports on railways and public works, each of which fills a large volume, and is an important contribution to practical science, and especially to the topography of the country. He is also author of "The Intercolonial, a historical sketch of the inception and completion of the line of railway uniting the Inland and Atlantic Provinces of the Dominion," which may be characterized as a complete history of railway engineering in Canada, and is a book of very great value. Its literary merits entitle the author to rank among our very best Canadian writers. There is never any confusion in the author's mind, and hence the style is always clear, and his method of stating his positions gives to them the force of arguments. Another work by Mr. Fleming is called "Time reckoning, and the establishment of a prime meridian for all nations," besides other valuable scientific treatises, which have attracted much attention in England and elsewhere. The character of the man may be judged from the fact that while engaged in superintending gigantic public works, he found time to think of the spiritual interests of the thousands employed in their prosecution. Under his auspices, clergymen of the Church of Rome, and of the Anglican and Presbyterian Churches compiled a form of service acceptable to all Christians, and which has been used since by white men and red men, engineers, voyageurs, and explorers, from the upper Ottawa to the Pacific. Recently, he has published anonymously a valuable little work or manual of devotion, "Short prayers for busy households," that seems to us better suited to the conditions of modern life than almost any other book of the kind. The cause of higher education in Canada has always found in Mr. Fleming one of its firmest friends, and the colleges of Dalhousie, McGill, and Queen's have special reasons to honour him for his benefactions. His election as Chancellor of Queen's University is a tribute as well to his great ability and services to the Dominion, as to his generous aid to the University. The splendid manner in which he dispensed the hospitality of the University, in connection with his installation, to all the graduates and benefactors, as well as to distinguished visitors, will not soon be forgotten, and the Chancellor's prizes which he has since instituted will, we are sure, be objects of honourable ambition to the best students of Queen's. With his installation Queen's enters her new home and begins a new career. We can wish nothing better than that *Alma Mater* may flourish during his term of office as grandly as it has done during that of his predecessor.

## \*CHANCELLOR FLEMING'S ADDRESS.\*

DELIVERED AT HIS INAUGURATION.

*Mr. Vice-Chancellor and Members of the Convocation :  
Ladies and Gentlemen :*

IT is a long time since I first looked up to scholarly men with feelings of very great regard. Since that early period my respect and admiration for men of letters have year by year grown greater. During the whole course of my life I have had a profound veneration for institutions of learning, and I have been led to entertain the idea that the highest dignity of a University—the acknowledged head of its government—the presiding officer of the Courts of learned Professors—should himself be a man not only of high intellectual endowment, but also of conspicuous rank in Academical education,—one who, from his collegiate training, would know how to maintain discipline, and who, by his intellectual culture, would shed a lustre over all under and around him.

My inexpressible surprise may therefore be imagined when I learned that the graduates of Queen's University and College had elected me to the exalted and honourable office of Chancellor. When my name was first mentioned in connection with the office, I urged that it should be withdrawn, but my views were completely overruled. I was told, among other things, that the University wanted a Chancellor, who is not a clergyman, who is not a politician, and perhaps, it might be delicately inferred from results—a person who is not much of anything.

For the present there is no alternative but to accept the situation, under the conviction, that, in selecting a man with negative qualifications, the graduates of the University have acted on the ground that the Chancellor merely resembles the coping-stone of a stately edifice, or the figure-head of a noble ship, which may be formed of the humblest material, and which derives all its importance and dignity from the prominence of the position assigned to it.

My own idea is widely different, and I shall be obliged to crave your kindest indulgence if the few words which I shall address to you, and the very crude thoughts to which I shall give utterance, should prove, to the satisfaction of all, that the graduates in electing the present Chancellor have taken a course which they are likely to regret, and that,—although himself lacking in every essential qualification—the humble individual now before you is at least correct in the views he holds, with regard to this honourable office.

However much I may, in the interests of the College itself, deplore my unfitness adequately to fill the office in which I have been placed, I should be wanting in common courtesy if I did not endeavor to express how deeply I feel the honor which has been done me in electing me to the high position of Chancellor, and how much I appreciate the privileges to which I have been admitted in being allowed to enter this University and take part in college work.

Assembled as we are, mainly for the purpose of opening the University and dedicating a new building to the purposes of collegiate education, it is fit and proper that I should refer briefly to the origin and history of this institution.

Queen's cannot lay claim to the hoary antiquity of the universities of the Old World ; compared with them it is but of yesterday. It has a brief record that may be soon told. Less than half a century ago British North America was almost destitute of seminaries of learning, and wholly without the means of superior education. The first action of which we have any record, which eventually culminated in the establishment of the University of Queen's, was in 1831. In that year the Synod in connection with the Church of Scotland experienced the difficulty of obtaining ministers from the mother country ; and, convinced of the importance of raising up from among its own congregations young men properly educated, memorialized the Government on the subject. The Synod represented the deep interest the Presbyterian body took in the advancement of learning in Canada, and their most anxious desire to see a college established under such a charter as would render it generally available, and would secure to it the confidence and support of all denominations of Christians and all classes of the people. Year by year the most strenuous efforts were made to secure the great object aimed at, in connection with what was then known as the "King's College" Endowment. Although in different parts of the Province meetings were held, committees and delegations appointed, and reports prepared, all efforts proved fruitless. In 1839 the Synod, adhering to the principle laid down by the Mother Church from the earliest days,—of maintaining a high standard of education for the Ministry,—determined that there should be no further delay in making arrangements for the establishment of a college. Kingston, being centrally situated, was chosen, and influential men, both lay and clerical, set vigorously to work to raise funds and to take other necessary means for founding a collegiate establishment for the education of youth, and for the proper training of native ministers. Among other steps taken, a document was prepared by a Committee of the Synod, and widely circulated. The words of this document, bearing date 9th October, 1839, show not only what were the immediate wants and ultimate aims of the founders of the College, but, considering the limited resources and population of Canada in those days, they display the courageous spirit, as well as the enlightened and patriotic sentiments with which those noble men were endowed.

I quote from the document :

"We feel, as we may well do, that we are commencing a great work, and this at a season in which many things bear an untoward aspect to it. Yet we are not dismayed by the feebleness of our own resources, or the difficulties of the times. We trust that these things will incline us the more to look for the Divine blessing, without which such an enterprise in any circumstances would miscarry, and to prosecute it with humility, prudence and resolution.

"We would have you to consider that the Institution which we are about to found is designed, for the thorough culture in human and divine learning of the youths amongst ourselves, who are giving themselves to the ministry of the glorious Gospel, an object this, which, whether viewed in itself or in reference to the destitution of spiritual laborers which prevails around us, must commend itself to you all as unpeakably important. The Great Head of the Church has put it into the hearts of a goodly number of our own young men to aspire after the ministry, just when the supply of labourers from our native land seems ready to fail us, and hence the urgent duty on our part, to direct and encourage them to suitable preparatory studies, and at the same time to provide a permanent institution for the training up of ministers.

"The Church of Scotland has always since the days of the Reformation been creditably distinguished for the scholarship of her ministers, and so have most of the churches in Europe and America which have sprung from her. And we, verily, are neither in an age nor in a land, in which we can contemplate a diminished standard of ministerial education. Infidelity is eager to engage learning and science in her unholy cause, but we must show that it is only by a perversion of these, that they can lend her any service, and that they are the legitimate handmaids of Divine Truth, being subservient at once to the knowledge and to the publication of it.

"Then, consider that the same Institution is designed, secondly for the instruction in the elements of general literature and science, of such as may desire to cultivate them for secular professions.

"The education which is preparative for the study of Theology, is also preparative for the study of other sciences. And, if this be given as we would have it done, in harmony with Divine Truth, and in connexion with a Christian discipline over our students, then, we doubt not that many parents, who justly think learning too dearly purchased for their children, at the ordinary risk of having their principles and morals corrupted, will be glad to send them to our Institution.

"The Commission after much deliberation have determined on commencing the Institution with two professors and two assistants or tutors. The selection of the professors in the first instance, is to be with the Committee on colonial churches of the General Assembly of the Church of Scotland. Eminent talents, well disciplined by study, and consecrated to the cause of true religion, are the qualifications we will look for in our teachers.

"And we humbly pray and hope that the Great Head of the Church, who has raised up such men as Dr. Duff and his co-adutors, for Hindostan will put it into the hearts of men of like gifts and piety, to give themselves to the advancement of his cause in this land, by stationing themselves at the fountain-heads of learning in it.

"For the founding of the Institution, on the scale now mentioned, we look for aid from the mother country; and communications are about to be sent to the Committee of the General Assembly, the Committee of the Glasgow Colonial Missionary Society, Presbyteries in England and the Synod of Ulster.

"Yet we entertain the full conviction, and we would have you feel the same, that our own exertions and sacrifices towards this great work will be the measure of the assistance that we may expect from other quarters. Christians and churches elsewhere, yea, and the State itself may be expected to help us when they see that we are in earnest in carrying it forward.

"We do therefore entreat you, friends and brethren, by the vast importance and the necessity of this undertaking, to assist us in it by large and bountiful offerings.

"Think how the Israelites in the wilderness responded to the call of Moses for offerings of gold and silver and precious stones and suitable furniture, for the erection and adornment of the movable sanctuary, in which the cloud of glory dwelt, even so, as that their liberality had ultimately to be restrained,—and shall the population of the Canadas, acknowledging a connexion with the Presbyterian Church, amounting as is said to 100,000 souls, feel it too great a burden to raise eighty or one hundred thousand dollars for objects so momentous as the training of youths for the ministry of the Gospel, and for the professions which the necessities of secular life require?"

In another document, to which wide circulation was given, appealing specially to the members and adherents of the Presbyterian Church throughout the Province, it was explained that although the establishment of the theological branch was then considered the most urgent, it was the desire and purpose of the founders to provide for, and embrace, a complete course of literary and scientific education. It was further explained that the Committee was pledged to raise \$25,000 within six months as an endowment for one professor, and it was estimated that a total subscription of from \$120,000 to \$160,000 would be necessary. The active promoters of the scheme looked for some assistance from the Public Treasury; and they expected that the General Assembly of the Church of Scotland would endow a theological chair, but they relied mainly on private contributions for the means of establishing and maintaining the proposed seminary of

learning. The design of the founders was sufficiently comprehensive, but they were wise enough to know their poverty, and prudent enough not to undertake more than was practicable. It was enough for them to originate an institution that, while making provision for present and actual needs, would admit of indefinite enlargement, and keep pace with the growth of the country. Their design was to erect at first a humble superstructure sufficient for their most pressing wants: but to lay the substructure broad and deep, leaving to another generation the work of extending and completing the edifice. By this prudent course they hoped to avoid the indiscretion of outrunning the limited means at their command. They saw that the establishment and complete equipment of such a collegiate institution as the future might demand, was then beyond the wants, and still more beyond the means, of a young and struggling community, and that, without abandoning the idea, they would act wisely in postponing the attempt to reach its complete fulfilment.

Legislative authority was sought, and early in 1840, the Governor-General gave his assent to a Bill, entitled: "An Act to establish a College by the name and style of 'The University at Kingston.' The year following Her Majesty was graciously pleased to grant a Royal Charter, by which the name of 'Queen's' was authorized to be used, and the style, rights, and privileges of a University were conferred. October 16th, the date of the Royal Charter, has since been known as 'University Day,' and as such is duly celebrated annually.

The College was opened for the first time on the 7th of March, 1842, for half a session. For this purpose a small private house was hired, and two professors were engaged. Of the students who presented themselves for matriculation, only three passed the examination. The small number of young men prepared to matriculate revealed the fact that education in Canada was then at an extremely low ebb, and it became necessary to open a junior class for those who failed to matriculate.

This was not an auspicious commencement, but the promoters of the College had cause to rejoice that the long cherished scheme which they had struggled to commence was assuming form, and that the actual beginning had been made. They were in no way discouraged by the prospect which presented itself. They remembered, doubtless, that although some of the ancient seats of learning in the Old World were founded by Popes and Sovereigns, and were richly endowed by Church and State, a few of the most famous Universities had a very humble origin, and were indebted for their subsequent progress to the liberality of private individuals. They would know that Edinburgh University began with only one professor, and that Cambridge—now with a cluster of eighteen or twenty Colleges and Halls—was established in the twelfth century, and found shelter it is said in a farm outbuilding, under the auspices of an abbot and three monks. The early friends of Queen's had faith in the future, and they were encouraged to hope that the Canadian College which they had founded might some day—possibly far distant—resemble those famous seats of learning as much in the splendour of its career, as in the lowliness of its origin. All honour to the men who originated "Queen's," who were moved by aspiring, far-seeing, patriotic minds, and sustained by hopeful and courageous spirits. May the names of her fathers and founders be inscribed on enduring tablets, and remembered by every graduate!

I shall not take up your time with any lengthy reference to the somewhat chequered career of the College since its first session in 1842. For years it was sustained by direct and almost annual appeals for support to the Kirk congregations throughout Canada. In 1854 the Summerhill property was purchased for college buildings, involving further urgent appeals to liquidate the debt incurred. Thir-

teen years ago the College was overtaken by a series of trials peculiarly severe. Two thirds of the endowment fund, invested in the Commercial Bank, were lost in the failure of that institution and about the same time the Government grant which had been received for twenty-two years, ranging from \$2,000 to \$5,000 per annum, was withdrawn. It therefore became more necessary than at any previous time to fall back on private beneficence. In 1869 it was determined to make a strenuous effort to raise \$10,000, to repair the losses sustained and to place the College on a better financial footing. The appeal, sustained by the untiring advocacy of Principal Snodgrass and Prof. Mackerras, met with hearty support, in all parts of the country, from all classes of the people, and more than the sum asked for was liberally subscribed. This result was exceedingly gratifying; prosperity dawned on the institution; the astonishing willingness with which the friends of the College contributed their private means showed that it had taken a firm hold on their minds, and evinced better than anything else their determination to extend to it their continual support.

From 1869 to 1878 the College made steady progress and the attendance of students increased. About two years ago it was considered that the time had arrived to extend the usefulness of the Institution in various ways. As the endowment fund was inadequate to meet the increased expenditure which would follow, fresh efforts to increase the fund became necessary.

It was estimated that a new subscription of at least \$150,000 would be required for the specific purposes referred to. Every friend of Queen's knows that Principal Grant undertook the task of personally visiting the towns and cities of Canada and as many country districts as possible to explain the objects of the application; and to afford to those who might desire it, an opportunity of assisting by their contributions. This last appeal was eminently successful, and although the business of the country had been prostrated by financial depression, the subscriptions amounted to the sum deemed necessary. The new buildings in which we are now met were speedily undertaken. In connection therewith, the 30th May, last year, proved of unusual interest, not only to the University but to the City of Kingston. On that occasion we had the distinguished privilege of having the foundation stones laid by the representative in Canada of our Most Gracious Queen and Her Majesty's illustrious daughter. On the same occasion a convocation was held within the foundation walls, under the canopy of heaven, when the honorary degree of LL.D. was conferred on His Excellency the Marquis of Lorne, who thus became the first to receive a degree within the walls of the new University buildings. Memorial trees were planted in commemoration of the day—a Canadian maple by Her Royal Highness, and a Scotch birch by His Excellency the Governor-General.

If the first page in the history of Queen's University was marked by many discouragements and severe reverses, nothing could be more brilliant than the auspices under which the institution thus entered on the second stage of its career. A vast number of people had congregated from all parts of the country to witness the interesting ceremonial. The warmest manifestations of loyalty were evinced to the throne and person of Her Majesty the Queen, whose Royal title Her Majesty had graciously permitted to be assumed by the institution.

The College has, undoubtedly, during its brief career had many trials, but it has been tenacious of life, and has proved itself superior to all adversity. It is now on a firm and enduring foundation, and its success in the future may be considered assured. Other seats of learning may boast an origin far back in mediæval and monastic times, they may receive the fostering help of Church and State, or may have inherited princely endowments, but Queen's University can justly claim the distinction of resting on the support and af-

fection of thousands of friends and benefactors, and they all believe that it will prove worthy of their friendship.

Our history begins, as we have seen, with the early years of the august lady who is still our reigning Sovereign, and whom we may be privileged and permitted to look up to as our Royal founder and early benefactor. Of the more humble whose names shall forever be associated with the young days of Queen's, there are a few left to witness the gratifying progress made, and to take part by their presence or their counsel, in opening another chapter in the history of the institution which they assisted in bringing into being. There are one or two, however, whose voices are still heard and whose powerful intellects are still felt in the country, who from first to last have remained warm and constant friends of the University. I may instance the reverend and greatly esteemed gentleman who recently adorned the exalted seat in which I have this day been placed, the venerable Senator who for many years has presided at the Board of Trustees, the distinguished and right honorable gentleman the Premier of the Dominion, one of our brightest and oldest graduates, and the senior professor and Vice-principal who told us the story of Queen's last night and who is known among all the graduates as the students' friend.

I think, on the present occasion, we may congratulate ourselves on the public spirit evinced by the many friends and benefactors of Queen's, who are found throughout the length and breadth of our country, and on their great liberality in contributing so largely from their private resources for the erection of these commodious buildings and the endowment of the University. We may also warmly congratulate the Principal on the triumphant success of the efforts which he made to place the College on a stronger and broader basis, and thus to carry out the spirit and intention of the founders. It must be no little satisfaction to my learned friend to see reared up within so short a time, a building so well suited for college purposes. It at once bears tangible testimony to the wonderful energy that he possesses, and to the generous friendship of those to whom he so successfully appealed. The citizens of Kingston may also be congratulated, partly on securing an additional stately building to adorn their city, but particularly on having an additional pledge that the permanence and success of the University are assured, and that they shall always retain amongst them a class of cultured gentlemen, who will greatly promote mental activity and elevate the general intellectual standard.

I have felt it incumbent upon me, on this auspicious occasion, to refer, in the fewest possible words, to the origin of this seminary of learning, to its early struggles for existence, to difficulties which have, during its comparatively short career, been met, and to trials so formidable as at times to threaten its very being. We have now, happily, reached another stage, and, I trust, forever passed the dark and discouraging days, to open up a new and brilliant chapter in our history, and to enter on a career of unprecedented usefulness. The present is undoubtedly an important epoch in the history of Queen's; and, whatever its origin or by whomsoever founded or helped, we are now, I think, justified in claiming for it a prominent place among Canadian seats of learning, and a few words may be said respecting its functions as such.

There are many who hold that centralization in university education would be the most advantageous arrangement; and, although much may be said on the other side, I confess that if it were attainable I would be inclined to favor the idea of a National University, with a great central college for literature, science, and every branch of non-denominational learning, while there might be clustered around the secular college, as a common centre, theological halls perfectly independent of each other, and under the management and control of the religious bodies to which they respectively belonged. I am inclined to



think that if the whole question had to be dealt with *de novo*, a symmetrical scheme of this description would commend itself to general favor. In such a case it would not be necessary for different religious bodies to establish and maintain separate Universities. They would only have to see to the efficiency of their theological halls, and to endow such special professorships as were deemed necessary by them for training their youth for the ministry. It would be practicable for students of every creed to unite in the secular departments, and to attend the same lectures in the Central College. Thus, instead of having as many Universities as there are different denominations, we would have the strength of all combined in one which might in consequence of the combination, be rendered as complete and efficient as it would be practicable to make it, and the whole circle of the sciences and every branch of study of a non-sectarian character might there be taught by the ablest men of the day. Some such arrangement is what the founders of Queen's contended for. Year after year they struggled to combine the leading religious bodies in one National University. Even six years after Queen's was organized, viz.: in the year 1849, a final but unsuccessful effort was made to unite with "King's," now Toronto University, on a broad, comprehensive basis. It is therefore no fault of the early friends of this Institution that the college system of the Province is as we now find it.

At this stage in the progress of Canada, however, we are called upon to accept not what we would wish but what we have. It would be unwise and inexpedient to uproot the institutions which have grown out of the past condition of things, or to contend for a theory which is obviously impracticable. Instead of struggling for what is beyond our reach, it is infinitely better to accept what we possess, to make the most of what has been secured, and to look hopefully forward to that which is attainable. The time has gone past for seriously discussing whether there should be one University or several Universities in Canada. It would be a step backward to unsettle the public mind with respect to their permanency. Nothing can be more pernicious in horticultural pursuits than constantly disturbing plants at the period of their growth in order to examine their roots. So it is with seats of learning. They are of slow growth, and they take deep root amongst the institutions of the country, and in the feelings and sentiments of the community. How would a proposal be received to break up Oxford and Cambridge, with their forty-two Colleges and Halls, and to substitute universities in every county in England? Such a scheme may have substantial reasons to support it, and, if every thing had to be founded afresh, would meet with many advocates; but Oxford and Cambridge are the growth of some eight centuries. They have played no unimportant part in the history of England, and are almost as firmly established to-day as the August Sovereign on the Throne. Turning to another portion of the British Islands, what would be thought of a proposal to centralize collegiate education in Scotland, and to abolish the old universities of St. Andrews, Aberdeen, Edinburgh and Glasgow,—institutions which, with one exception, were established by Papal authority and have flourished from a period anterior to the Reformation, and within whose halls intellects have been trained that have left their impress on the Empire? In this Dominion, as in the Mother Country, we must hold on to that which is good, and do our best to build up and give stability to those institutions which are calculated to advance the happiness and prosperity of mankind. May we cherish the idea that Queen's University is one of those institutions, and that it has an important mission to perform on this broad continent during centuries which are to come.

This idea is pregnant with questions, and we are led to

ask ourselves, "What is the proper work of Queen's, and how should it be performed? What should our country expect of this University, and what does our time especially need?" In attempting to answer those questions, I feel that we are called upon to consider not simply what course of education has been pursued in other generations or in other countries in order that we may follow it; but we are called upon to ascertain what is the best for Canada at this particular stage in her history. At various times within the past hundred years University education has been the subject of warm controversy—one party contending that a certain course of study is absolutely necessary, and another school urging that the importance of some other branch of learning is paramount. By one it is claimed that instruction should aim at exercising and training the mental faculties; by another, at imparting positive and useful knowledge. It is held on one side that the Ancient Classics are indispensable as a means of culture, and of the highest value and importance as sources of information,—that their study best develops the intellectual faculties, and has a strong humanizing tendency. On the other side it is contended that the language and literature of ancient Greece and Rome should, to a large extent, be superseded by the physical sciences, and by other studies which, from a utilitarian point of view, may be deemed more practical. As in other controversial questions which are discussed with great force, it may be that both sides are correct, and yet neither absolutely true under all circumstances. There may be a half-way point where men may settle their differences; or, possibly, a purely classical education may be the best for one college or century or country, but not the most desirable under all conditions. Be that as it may, the question of university education has been exhaustively discussed by some of the ablest scholars and educationists, and if they have been unable to agree as to the course which would best meet the necessities of the age, it might be deemed presumption were a layman like myself to venture a positive opinion one way or the other. My own crude views, which must be taken for what they are worth, are presented suggestively and diffidently, rough hewn from the mental quarry. They have been in no way subjected to the refining influences which are necessary, and which can be given to them only by learned professors and others who have devoted themselves to the training of youth. I must, therefore, beg of you to hear with every indulgence the views which, with great respect, I venture to offer on this subject.

It will be conceded that the great object of education is the development of the human faculties, by the operation of such influences as will subdue our evil natures, will strengthen our best natures, and will cultivate and enrich the mind, so as to form the best possible individual characters. Its grand aim is to ennoble the propensities and tastes, to strengthen the moral sense, and to fit man to discharge his duties as an intelligent being, in the best manner of which he is capable in the land in which he lives, and in the age in which God has given him life. If this definition be accepted, it is clear that the system of education to be followed at this institution should be that which best meets the conditions laid down,—that the University of Queen's, in order properly to perform its functions, and fulfil the hopes and expectations of its friends, must provide an opportunity for the Canadian youth to acquire a sound intellectual culture, and to enrich his mind with stores of thought, in order that he may be prepared well to perform his part in elevating the condition of his race, and in raising the character of his country in the scale of nations.

We may learn much by inquiring into the condition of education at different times in the history of the human family. Glancing back over the centuries, we reach a period

before the dawn of the Christian era, when two highly-civilized nations flourished on the shores of the Mediterranean Sea. First in chronological order we find the Greeks, and next the Romans. Twenty-three hundred years ago, the Greeks attained a high degree of intellectual advancement, and for a considerable time they held the most prominent position among the people of antiquity in arts, literature, science and general culture. In the middle of the second century B.C., the Greeks, as a distinct nation, disappeared; Greece became part of the Roman Empire, and the people themselves, with their treasures of knowledge, were absorbed by the Romans. The institutions of Greece revealed to their conquerors a progress in literature and philosophy which awakened a thirst for a higher education than they had previously conceived.

The advent of Christianity was an important turning point in the history of the human race, but it was long before the educated and refined Romans recognized the humble and despised Christians. The latter had no literary institutions and no literature. The former were wealthy and powerful, and held high rank in scholarship. The sway of Rome extended from Persia to the British Islands, and her people remained essentially pagan for centuries after the advent of Christianity. Paganism at length collapsed, and, three hundred years after its rise, Christianity became the official religion of the Empire.

Some centuries later Western Europe was overrun and overpowered by barbaric tribes. The Empire was overthrown, and the last remnants of Roman civilization were rudely destroyed. The Church of Rome, however, remained, and the schools which her Christian teachers had established became of vast importance, as they formed almost the only refuge of learning. For a thousand years after the downfall of the Roman Empire, in Western Europe, education was chiefly controlled by the priests and monks. The schools of the convents, the cathedral schools and universities established before the sixteenth century, were all founded by Papal authority, and conducted under the almost exclusive management of the holy fathers.

The use of the Latin tongue prevailed in Pagan Rome in all public proceedings throughout the vast empire. Latin became the liturgical and official language of the Church of Rome. After the decline of the Empire, the mingling of barbarous tribes changed the spoken dialects, producing, in course of time, some of the modern languages; but Latin, for a long period, formed the only language used for the purpose of instruction in all schools and colleges. All laws, charters and treaties were written in it, and all priests, lawyers and scholars read, wrote and spoke in Latin. Before the invention of printing, a copy of a book could only be made by laborious processes, requiring infinite pains and a minute acquaintance with the language in which it was written. As a consequence, a perfect acquaintance with the Latin tongue became a prime necessity. It is not surprising, therefore, that Latin should be considered of essential importance, or that it should be viewed with traditional veneration in all seminaries of learning which were founded prior to the Reformation, or were in existence more than a century ago.

The study of the literature of Greece was generally abandoned by the beginning of the sixteenth century, and the treasures contained in the works of the Greek philosophers were hidden through the greater part of the Middle Ages. With the revival of classical literature in the fifteenth and sixteenth centuries, and with the interest in the Greek language that was awakened by the appeals made during the Reformation to the Greek originals of the New Testament, the study of Greek was introduced to the institutions of learning. Thus has it come about that Greek and Latin classics have been regarded as the most important branches of education. Now we are approaching the dawn of the twentieth century, and we are presented with the remark-

able fact that the study of the languages and literature of two Pagan nations retains precedence over all other studies at some of the most famous Universities in the countries which claim the front rank in modern Christian civilization.

During the long period when Europe was sunk in the grossest barbarism, and brute force reigned supreme, the colleges and convent schools were the great repositories of learning; and to them and to the ecclesiastical teachers who conducted them, we are mainly, if not wholly, indebted for the treasures of classical literature which have been preserved to us. There cannot be a doubt that from the fifth to the fifteenth century literature owes all to the shelter of the Christian Church, that the Church has been the sanctuary of the culture, the philosophy, and even the traditions of literary antiquity.

The establishment of universities during the Middle Ages was among the greatest educational achievements of that period, and when a desire for knowledge sprang up in men's minds, they found in classical literature a rich inheritance from two cultured races; but the noble thoughts of the enlightened Greeks and Romans could only be conveyed to the student in the languages in which they were recorded. Libraries were few, and before the invention of printing, books could not easily be multiplied. Consequently, oral instruction was, to a large extent, a necessity. In those days the only course for the instructors was first to teach the language of the classic writings, then to unroll the manuscripts, and to unfold the treasures they contained.

The century that witnessed the invention of printing gave rise to other events which contributed to a revolution in human affairs; but nothing exercised a more powerful influence on education than the introduction of the art of multiplying copies of writings by the printing press. This art practically exempted the works of learned men from the operation of decay, and furnished the means of preserving from age to age the noblest monuments of human intellect. Since the fifteenth century, printing has in a most wonderful manner increased the number of copies of every standard work; it has multiplied libraries in every country; and with the help of translations, the literary treasures of every language, and the scientific wonders of every nation have been brought within the reach of all. As an illustration of what is possible in this way, and the degree of importance which printing gives to any writing, we may instance the Holy Bible. Within the whole of the first fifteen centuries of the Christian era, the total number of manuscript copies of the Scriptures in existence at any one time, must have been insignificant. Through the instrumentality of printing the circulation is estimated to reach at the present time one hundred and fifty millions, (150,000,000) and the languages or dialects into which the Bible has, in whole or in part, been translated, is reported to be over three hundred.

Latin was almost in universal use throughout Europe as the language of composition up to the thirteenth century, after which the modern languages began to appear; but even up to the sixteenth century there were but few works extant which were not written in the classic languages. It is evident, therefore, that Latin and Greek were the keys to the greater part of all the literature which existed three or four centuries ago, the teaching of these languages as a matter of necessity, formed a prominent part of instruction in the civilized world.

Since the fifteenth century great changes have taken place. In every sphere of life much knowledge has been extended; all, or nearly all, the old learning worth perpetuating has been translated into modern tongues. The press has thrown off millions of copies of new works. The condition of things has been completely revolutionized, and, consequently, a system of education indispensable three or four centuries ago may not be the most desirable course to be followed now. That which was absolutely necessary at

one time in England, France, or Italy, may not be called for at the present time in Canada.

It is advanced in favor of classical studies that the civilization of modern Europe is reared upon the wreck of ancient Greece and Rome, that the classical languages and literature furnish the key to the languages, literature, jurisprudence and philosophy of modern nations, that their study strengthens the mental faculties, and refines the mind by making it familiar with the poetry and history of antiquity, the beautiful thoughts and noble acts of enlightened men and races long since passed away. It is advanced that "nothing can ever replace the classic languages as a means of general education," that their theoretical study—even without the literature they contain—is of greater mental furtherance than the study of any other subject.

On the other hand it is claimed—and, as far as I know, on equally good authority—that a much larger and more effective field is accessible in modern literature, that "for the great purposes of culture the modern are equal to the ancient writings, and, of all literatures, English is the most fully equipped, since it comprises works of the highest excellence in all departments, many of which can never be surpassed, and some of which have never been equalled." Others on the same side hold that the shortest course to come in contact with the ancient authors, is to avoid the Greek and Latin originals altogether, and to take their expositors and translators in the modern languages.

Those whose minds have been formed and hardened in the mould of a particular school are apt to regard with feelings of disdain all opinions at variance with their own. It is not surprising, therefore, that the graduates of colleges, where the training is mainly classical, should be led to look with disfavor upon any system but the one familiar to them, and to consider the study of the literature of ancient Greece and Rome as the backbone of a liberal education. But even some deeply read classical scholars are not impressed with the idea that "the study of the ancient languages seems as if intended by nature for the development of the faculties." There are not a few eminent scholars who hold the opinion, that in the majority of cases, an ordinary classical education produces no result commensurate with the long course of youthful years spent upon it.

In any endeavor to harmonize these views, and to discover the course to be followed, various matters claim consideration. Individual man enters the world as a child, with a blank mind, and with nothing on his memory. However learned and cultured his parents, the child inherits none of the knowledge, none of the culture, none of the stories of experience, which have been acquired during the lifetimes of his progenitors. No child can begin his education where his father left off. Each mind in its turn, has to be disciplined and cultivated, furnished and enriched.

The treasures of knowledge, the thoughts and experiences of successive generations of men, are preserved in books and libraries. The stock accumulates year by year, and age by age. The printing press will allow nothing worth preserving to be lost; consequently the child born to-day, in order to be abreast with the age in which he lives has very much more to learn than the man who lived, one, two, or five centuries ago. While the empire of learning has been prodigiously extended, human life has not been prolonged, intellectual capacity has not been enlarged, and the limited time which any individual can devote to college work has not been increased. It becomes absolutely necessary, therefore, to adopt the very best means of meeting the emergency, and to endeavor in this time-saving age, to discover what course of training is now the most desirable. The question is of paramount importance, and it will continue to engage attention until some degree of unanimity prevails.

It appears to me self-evident that educational training

cannot be the same under all circumstances, and that what may be best at one period, may require modifications as circumstances change, and as time rolls on. I am not sufficiently acquainted with the merits of the classics to say how far and how long their study should be continued to the exclusion of modern subjects, or how far and how long their study of classical literature could be simplified so as to maintain, in their integrity, all the substantial advantages claimed for it, and, at the same time, give an opportunity for young men to become acquainted with whatever is desirable to be known that was not known to the Greeks and Romans. Although the thoughts and expressions of the wise men among the ancients have been handed down to delight and enrich the student, it must be borne in mind that great books have been written in more recent times, that human thought and life are spreading out in ever widening circles, and that modern literature, science and philosophy present claims to hold a conspicuous place in a course of study, and it must be conceded that to become familiar with the highest efforts of the human intellect (modern as well as ancient) is surely a main purpose of a liberal education in the age in which we live.

At no time in the history of the world have universities had greater importance attached to them than in our own day. Those who are charged with the discipline and culture of youth are expected to adopt the means best calculated to accomplish the important purposes for which these institutions are established and maintained. At no period had professors more onerous duties to perform and higher responsibilities to bear. It is the work of our learned teachers to prepare and dispense the intellectual nutriment needed by the Canadian youth to fit him for the various difficulties and contests that must meet him at the present stage of his country's history.

The learned gentlemen who are called upon to determine the course of study to be pursued at Canadian Universities will recognize that this age and this country have strong utilitarian tendencies, that the people of Canada want no superficial training, no half education at the higher seminaries of learning—that they desire to have the education of their youth as complete as possible. They expect university teaching to be made thorough, but they demand that the means placed at the disposal of the governors of the universities shall be applied to the best possible advantage, that high education shall be disseminated over the widest possible area, and that the time of those attending college shall in no way be wasted. It will be borne in mind that this country is widely different in some respects from the mother country,—that we have no class who live on inherited wealth as in England, where many young men attend college simply as a condition of their social standing, to spend pleasantly the educational years of their early manhood, that in Canada there is but little accumulated wealth, that all are struggling to better their condition, and to promote the general progress. Here all are children of activity, obliged to toil with head or hand, and the young men who attend college enter on a few years of earnest academic life for the purpose of receiving mental discipline and the best possible preparation for the work that lies before them, either in the learned professions, in country life or in the various industrial pursuits which may be open for them.

Such are some of the important conditions that university teaching has to meet. I shall not attempt to say how the work is to be done. It is enough for me to ask the question, "Is the course of training and culture heretofore employed in every way satisfactory?" We are to-day opening a new page in the history of Queen's. This institution is no mere theological hall, it possesses all the rights, and privileges, and functions of a Canadian University. What course of training then shall we pursue? Shall we, without due investigation, accept as final a sys-

tem which has grown out of the past, or shall we intelligently seek for such modifications and improvements as the circumstances which obtain at the present day demand?

The question, like our civilization, is complex. Among other things we should consider that we have minds of different aptitudes to train and teach, and it may not be productive of the greatest good to attempt to run all through the one mould—to adapt them all to one stereotyped system of training. Some students have no capacity for one branch of study, while they may have great aptitude for another. Some have strongly-marked taste and talent for languages; others may be utterly unable to receive any great benefit from their study. The latter may be richly gifted in some other way,—for nature always compensates,—and they may be well qualified for other intellectual pursuits. With their minds properly stimulated and directed, they may become distinguished in an entirely different sphere.

I trust it will not be inferred from these observations that I am opposed to the ancient languages and literature. I believe that they are among the most admirable intellectual gymnastics, and that they have a refining influence on the student. They should undoubtedly be studied by all those who have the natural turn for them, and who learn them easily. I admit all that can be said in their favor; at the same time I cannot help feeling that to make their study imperative,—to make the languages of ancient Greeks and Romans an essential part of education, is doing a measure of injustice to those youths who have no taste nor talent for them, and whose after-life cannot be appreciably benefitted by the years spent in a toilsome attempt to acquire them.

Some very illustrious men have shown an utter incapacity at college for science in its simplest forms. To have made science compulsory in these cases would have been preposterous. Similarly experience has shewn that some minds are so constituted that they have no capacity for classics. It is admitted on all hands that there is a large quantity of time occupied over classics with but little result. Even so warm an advocate of classical studies as Professor John Stuart Blackie, admits that "it would be no appreciable loss to the highest culture if two-thirds of those who now pass through a compulsory grammatical drill in two dead languages entered the stage of actual life without the knowledge of a single Greek letter." And another of the most able defenders of classical studies, Professor Monamy Price, referring to the claims of superiority advanced for them, viz. that they cultivate the taste, give great powers of expression, and teach a refined use of words, thus imparting that refinement and culture which characterize an educated gentleman, candidly says: "I cannot help feeling that too much stress has been laid on this particular training. In the first place it is realized only by very few, either at school or at college; the great bulk of English boys do not acquire these high accomplishments, at least before their entrance on the real business of life. On the other hand, the great development which civilization, and with it, general intelligence, have made in these modern days, produces in increasing numbers, vigorous men who have acquired these powers in great eminence without the help of Greek or Latin. The Senate, the Bar, and many other professions exhibit men whose gift of expression, vigour of language, as well as power in the use of words, a discrimination in all the finer shades of meaning, are fully on a par with those men who have been prepared by the classical and academical training."

With all the facts, all the experience, and all the arguments on both sides, the question for consideration appears to reduce itself to this: What would the same time, and care, and educational energy now spent on classics effect, if devoted to the systematic study of modern literature, the

sciences and the literature of every race, which may be had in our ordinary tongue—in the language which we speak, and write, and think? The question is of the highest moment to us in Canada; and I feel that the friends and benefactors of Queen's have a right to look for its earnest consideration. I know that my own individual thoughts may carry but little weight, and I fear that they will meet with but little sympathy from gentlemen who are much better qualified to form opinions on this subject than I am. Yet I consider it in the interests of this University that every man should express frankly his convictions on matters which concern its welfare, and the welfare of the students who come to be trained within these walls. In this spirit, I venture to give utterance to my own reflections. However diffidently they may be expressed, they clearly point to a curriculum, in which Greek and Latin will not predominate,—in which these studies will not be imperative,—and in which they will be largely curtailed of their exclusiveness, in order to place all important studies on an equal footing.

It may even be questioned whether, in the case of Divinity students, the compulsory study of Greek, Latin and Hebrew is indispensable. It is claimed for the study of these languages that Ministers of the Gospel should be familiar with them in order that they might be able to translate the originals for themselves and thus more correctly expound their meaning. This is doubtless very desirable, but let us ask how many years of laborious college drill are needed to enable the student of Divinity to enter with any success on the study of the sacred writings in the original; let us enquire what percentage of Divinity students become master of the ancient languages, and, of the extremely few who reach a high degree of proficiency, what opportunities have they on this continent of seeing a Greek or Hebrew or Latin copy more perfect or even as perfect as the English version?

The Committee now engaged in the revision of the English Bible have been prosecuting their interesting and laborious work for many years, they are composed of the most profound and painstaking scholars of the day; they have access to all the existing manuscripts in the original, dating back to the 4th and 5th centuries, which are preserved in the British Museum, the Vatican, the National Library at Cambridge and the Imperial Library at Paris, the University Library at Cambridge and the Imperial Library at St. Petersburg; they have the benefit of Syriac, Latin, Egyptian, Gothic, Armenian and Ethiopic versions of very great antiquity. Surely these men, with all the means of ascertaining the genuine reading of the Sacred words, are amply able to render the true text in our own language and make the English version as pure and perfect as it is possible for man to make it.

If this view be correct, the course of studies for Divinity students might with great advantage be arranged so that they could devote much more time to other portions of their Curriculum, and thus enable them to become very much more proficient in really essential branches of their profession. None, more than Divinity students, require to be relieved of needless college toil. The learned Principal of McGill College, to whom the world of learning owes much, laments that so many pious and learned interpreters of scripture have been too little acquainted with nature to appreciate the natural history of the Book of God, or adequately to illustrate it to those who depended on their teaching." He adds "these are not the days in which persons who ought to be our guides in matters of doctrine can afford to remain behind the rest of the world in knowledge," and he expresses the view that "such knowledge would be cheaply purchased even by the sacrifice of a part of their verbal literary training."

Heretofore, in some colleges, a very large portion of nearly every student's life has been occupied in the endeavor to become familiar with the languages of races who flourished twenty centuries ago. If this is to be con-

tinned it will not be possible, owing to the enormous extension of knowledge, for the generality of students to obtain more than the most superficial acquaintance with modern intellectual life. Those who conduct our universities are therefore called upon, I think, to strive to simplify education and to a greater extent employ translations. If it be correct, and I give it on the authority of an able writer, a classical scholar and University professor, that "English literature can be studied in accordance with some system, so as to combine culture and discipline, not inferior to any that may be derived from the classics"—then I can see no reason why the ancient languages should continue to maintain the proud position they have hitherto held, or should be insisted upon any further than may be necessary and auxiliary to the study of English.

I do not think that it would be wise to make any change in the course pursued at this college without grave consideration. We have no right to waste the time of the youth by trying experiments on them, and therefore we should be perfectly sure that we have secured some better system than the old before we abandon it, or materially interfere with it. I merely venture to throw out these crude views for consideration. I am aware that the Senate of Queen's College has no narrow views, that it has recently introduced changes which, without lowering the standard, make the curriculum more liberal and elastic than at many other universities and adapt it better to the predilections and capacity of students. I need not say that I would deplore any attempt to lower the standard of education. My thoughts point wholly in the opposite direction, but we should endeavor to keep pace with the progress which the world is making.

If I mistake not, a university was originally intended to be a great intellectual centre, where universal learning would be drawn and taught, and disseminated. When the first universities were established in France, Italy, England and Spain, the literature of Greece and Rome embraced the whole circle of learning, and the classic languages were the only keys to it. Science has since then extended her empire in every direction, and the circle of learning is now immensely widened.

My idea would be to restore to universities their original character, and to carry out the old scheme of a university in its widest sense; it would not be necessary to sacrifice any study now enforced, but it would be expedient to place them in their proper position, to extend all desirable studies and to arrange the curriculum, so as to cramp and dwarf no man's powers by forcing them into grooves which they can not possibly fit. On the contrary, the fullest opportunity should be afforded for expanding the individual intellectual faculties in the direction in which nature intended. Individuality is one of the great wants of our time, and if not the sole, it should certainly be a chief end of true education. Do we not, therefore, want a system which would bring out distinctions of character and the best mental and moral peculiarities of our youth,—a system which will give them, in addition to general culture, such solid attainments as will have the very strongest tendency to make them both moral, useful and refined?

In order to realize those ideas, no existing study need be abandoned, but when circumstances will admit, new Chairs may be established and new Professors appointed. This would, of course, involve new endowments, and fresh appeals to the country. But I feel justified in saying that it will never be necessary for this University to appeal in vain. The friends of Queen's are very numerous, and it will only be expedient to satisfy them that those within these walls, in earnestly and wisely doing their work, require extramural aid, and in the future, as in the past, I am sure it will be munificently provided.

I have said enough to indicate the direction in which my thoughts are inclined to drift. I can have no possible

objection to classics on their own account, and I would wish to continue to such students as may desire it, all present opportunities for their study. But I would rejoice to see the endowment fund sufficiently augmented to admit of the establishment of new chairs, in order to afford to all students free and ample scope. They should have it in their power to follow up either what may be termed the more useful branches of learning or any of those elevating and refining studies for which their minds may have a particular bent. Among the new chairs, or branches of study which appear desirable, Political Science, Philology, Sanskrit, Geology and Mineralogy may be suggested.

With regard to Political Science, our very practical neighbors in the United States, have recognized its great importance. Dr. Barnard, one of the most distinguished educationists of the day and president of the richly endowed Columbia College of New York, in addition to a school of Arts, embracing an Arts course, a school of Mines, a school of Law, a school of Medicine, and perhaps other schools collateral to the college over which he presides, has been instrumental in establishing a school of Political Science. It went into operation within the past two weeks, with a staff of five professors; its general design is to prepare young men for public life, and it has already awakened a very considerable interest. As far as I have been able to learn, the studies comprise physical science, ethnography, the history of literature and philosophy, political and constitutional history, international and constitutional law, diplomacy, statistics, together with political economy in its widest sense.

In this new branch of collegiate education students may receive the degree of Bachelor of Philosophy, or on completing the full course to the satisfaction of the faculty may receive the degree of Doctor of Philosophy.

This new feature in higher education will, at Columbia College, have a fair trial. We may indulge the hope that it will prove successful, and that we will be justified in imitating the example, and that before long Queen's will offer a training so desirable to young men who may have no intention of following the professions of Divinity, Law or Medicine, but who may be contented to serve their country in some other calling. Men so trained might enter life at first on the farm or in the workshop, or in any of the ordinary occupations; but they would be taught the science of thought and trained to express themselves correctly on subjects of general importance, and as years pass by they would be sought for to fill places of trust, and to lead public opinion and to control public affairs in the councils of the country.

I shall not dwell on the importance of the other chairs suggested. The advantages to be derived from the study of philosophy are well known; the science of language apart altogether from the practical study of any one or more languages is of profound interest and of vast importance to the student; it branches out into various directions and opens the way to the consideration of the social, moral, intellectual and religious history of mankind and the investigation of the literary monuments of different races in various ages.

I have made special reference to the study of Greek and Latin. Sanskrit, another dead language, is of much greater antiquity; it is the classic language of India, the elder sister of Greek and Latin, and was a spoken language centuries before the time of Solomon. At the present day Sanskrit forms the ground work of the speech of about one-sixth part of the population of the globe.

No language ancient or modern is related to the spoken languages of so large a number of our fellow subjects as Sanskrit. To the whole Colonial Empire of which Canada forms no insignificant part it must therefore be considered of deep interest. Oriental scholars declare, that "Sanskrit

is a language of most wonderful structure,—more perfect than the Greek, more copious than the Latin and more exquisitely refined than either."—That its literature treats of astronomy, philosophy, mathematics, medicine, morality, law, religion, and nearly every subject. That it is the one typical scientific language whose structure is a master-key to all languages and whose literature extends in a continuous line for nearly 3000 years, throwing a flood of light on the operation of linguistic laws.

The youth who displays a marked natural capacity for languages, and a taste for the study of antiquities would be led by the professors of Oriental languages to a period long anterior to the golden days of ancient Greece and Rome, and a thousand years before the Homeric age. He would see exhumed from the tomb of time, the thoughts of many of the intellectual giants of the old eastern civilization. He would have laid before him the text books and moral philosophy of Confucius. He would listen to the wise discourses of Buddha. He would hear the noble appeals of Zoroaster, and, carried back by the Vedic Poets nearly 4000 years, he would wander with them amid the grand mountains of Afghanistan and Cashmere, where the rivers of India are cradled. The student of Sanskrit would revel in the classic literature of one of the most highly endowed branches of the human family, and would become acquainted with ancient writings which stand among the most astonishing productions of the human mind.

While literature, language and history, deal with the thoughts and experience of man, if we turn to the physical sciences we find that they bring before our mental vision the wisdom and power, and the wonderful works of God.

The student of Geology will have his mind carried into the ages that lie far behind us, and see the "vital mechanism of perished creations" buried in great ranges of sepulchres ten thousand times more ancient than the earliest traces of human hand or the first thoughts of the human mind. He will be privileged dimly to perceive some of the grand conceptions of the Great Unseen, and to trace the effects of the stupendous forces which were employed through countless centuries in shaping and moulding the globe. He will be taught to decipher imperishable inscriptions carved by the instruments of time on the mighty mountains, and will receive an insight into some of the mysterious processes by which the foundations of the earth were laid. He will discover in no classic pages thoughts so grand as in the book of nature; he will not find in the literature of dead empires anything so sublime as in the literature of the rocks. In no mere human history, written by ephemeral man, will he find records to be compared with the sacred chronicles of the by-past eternity, which are engraven on plates of adamant by the Divine hand. In no study, ancient or modern, will he seem to approach nearer the great omnipotent Author, and learn "that the whole universe is set to music, that if there be a want of harmony, the discord is only in man himself."

But if any studies are to be placed in a position of more importance and to receive more attention than others at this university and at every Canadian seat of learning, I cannot help feeling that the place of honor should be given to the English language and literature, and to those studies that will give an insight into things social, political and moral, that will enable the student to grasp high and broad truths and to deduce correct conclusions from given premises; that will train him to think and express his thoughts clearly and elegantly in the mother tongue. The English language embraces the literature of every age, the triumphs of science of every nation. No language or literature was ever so widely diffused. It is spoken more or less in Europe, in Asia, in Africa, in Australia and in America. The English tongue is heard wherever the Ocean spreads, in every meridian, and in every parallel of latitude. We are part of the English speaking race whose

mission seems to be to spread civilization over the globe, and to beat back barbarism in all climes and on all continents. The late Professor DeMille claimed for our language "a power of absorbing foreign words which distinguishes it from all others, and makes it capable on this account alone of becoming the dominant speech of the world." Surely this language is sufficiently comprehensive to express all our thoughts which require utterance, whether in respect to knowledge, or patriotism, or purity, or truth.

It is proper that I should mention that, in the foregoing observations, I have submitted merely my individual opinions respecting the general character of the work, which, as it seems to me, the University is called on to perform. Being perfectly new to the office I have been elevated to fill, I have had no opportunity of consulting the Council or Senate, consequently, those bodies can be held in no way responsible for the opinions I have ventured to express. Being equally a stranger to College work and to educational matters, it is not improbable that those who are familiar with them may dissent from my views and may look upon the observations which I have been bold enough to make, as unwise and ill-considered. Be that as it may, I cannot doubt that my remarks will be accepted as the honest utterances of an earnest friend of education, and be my immature ideas right or wrong, I feel assured, from what I know of the gentlemen who compose the governing bodies, that they will individually and collectively leave nothing undone to place Queen's in the foremost rank as a University, and that they will strive to give it a leading position in the country as an advanced modern seat of learning.

It was my purpose to have referred especially to the objects and pleasures and advantages of a scientific education, a topic with which I am perhaps more familiar than the subjects I have attempted to discuss; but as I have already trespassed at too great a length on your time and patience, I shall conclude with a few words, more particularly intended for the students, and by thanking you very cordially for your kind attention and forbearance.

As the great aim is to make the young man all that he is capable of becoming, the scheme of education embraces every process necessary to attain that end. First it is necessary to subdue idleness, inattention, indulgence, luxury and all the evil tendencies, to root out all the intellectual weeds, and remove every hindrance to the proper cultivation of the garden of the mind. Then comes the process of preparing and enriching and refining the mental seed-bed, and the sowing of useful thoughts to germinate in due time, and sooner or later to mature and bear generous fruit.

The characters of men are formed during their youthful years, and it is at institutions like this that minds can be best prepared and characters best moulded during their impressionable and plastic state. The position of a country is to be deplored when it has no good means of educating its youth.

It is also an unfortunate condition when they are compelled to seek for education at foreign universities, where they may soon cease to regard their native land with patriotic affection, even if they are not led to spend their lives and energies under a foreign flag. We may, therefore, warmly congratulate Canada that she has Queen's and other institutions of learning where her young men may obtain mental and moral nourishment of the highest and purest grade.

I cannot too strongly impress upon you—students of Queen's University, to value highly the privileges to which you are here admitted. The importance of a sound college training is very great. True, there are many instances of men prospering in life without the benefits which flow from it, but these men are very heavily handicapped in the race. Occasional success proves nothing; besides, it cannot be doubted that if men with capacity and industry have made their way in the world against every obstacle without a

college education, they would have accomplished more, and with much greater ease, had they been blessed with all the advantages which you will here receive. The education of men who have distinguished themselves in any way without university training has been laboriously and in most cases imperfectly obtained through private study; and as exercise invariably strengthens the faculties whether physical or mental, the very obstacles which they have overcome have been of service to them in obtaining any degree of cultivation that they may have reached. But, if you ask such men, they will tell you that their path to success would have been infinitely easier, and that they would in all probability have occupied a much larger sphere of usefulness to mankind, if circumstances had favored them as they are now favoring you.

Here you come under the influence of a grateful intellectual atmosphere. Your training is committed to professors with broad views, sound faith, and moral power of the highest order. They will earnestly labor to make you wiser and better. They will inspire you with the love of truth and imbue your minds with noble thoughts, loyal sentiments, and patriotic aspirations. You may well appreciate your high privileges and the prospects that are open to you.

The graduates and alumni have been good enough to place me on the highest pinnacle of the University, and no person could be more deeply sensible of the honor and dignity of the office than I am; yet, if it were possible, I would willingly exchange it for yours. I trust that you will believe that I would gladly give up the exalted position of Chancellor to take that of the youngest beardless freshman among you, with youth and health and hope on his side, and all the world before him.

An institution like this is a point where the learning of the philosophers of all ages and of all countries is brought into a focus, for the student to receive the golden rays of knowledge. The professors are here to guide and direct, so that the light may shine on each individual mind. They will be animated by the desire to promote enquiry, to prompt investigation, to train and expand the mental faculties; but much must be done by the student himself. His powers can only be developed by practice, and their growth depends to a very large extent on the exercise which he gives them. Self-exertion is the grand instrument by which culture can be effected, and there can be no progress made without it. To discipline and to train are the work of the professor; application and self-exertion are the work of the student, and these are absolutely essential if any benefit is to be derived from attendance at College.

Let me advise you, students, not to throw away nor neglect your grand opportunities. Do not trifle with your precious college days. You may not all win prizes or attract attention at examinations. The race is not always to the swift. Do not be discouraged if your morning star does not shine brightly. The shining may come later on in the day. Bring to bear on your work earnestness of purpose, self-reliance, perseverance, sobriety of speech and of behaviour, and you will be certain to vanquish every difficulty. Be determined to spend your college days to some purpose, and you will surely carry with you into the world treasures which no thief can steal, and a fortune which no adversity can take from you. You will be the indisputable owner of stores of thought and of happiness for all the days of your life. You will be the possessor of a trained and cultivated intellect, ready to do honour to the highest or the humblest calling, and be able to leave your race and the world better than you found them.

I trust and believe that Queen's University will, year by year, furnish its full share of educated men for all the varieties of occupation to be found in a new country, whether on the farm or in the forum, in the pulpit or the

press. I am encouraged to hope that the graduates of Queen's, possibly some of those young men who now hear me, will, in after years, distinguish themselves in various ways, perhaps in the well-trodden walks of literature or in some undiscovered paths of science, in the fields of commerce or of industry, on the bench or at the bar, or in that noble profession which will be open as long as we have disease, or in that still nobler profession which will be open as long as we have sin.

It may be that succeeding generations may be able to point to the names of illustrious sons of Queen's in the biographies of statesmen and of poets, of patriots and of philosophers, and their remembrance may, in course of time, make this new hall historic. The fair fame of this University must, however, depend on the students who shall annually assemble within these walls, and mainly on their determination to become learned and wise men. They must bear in mind that there is no royal road to learning; that there is but one pathway to thorough knowledge, that of labor and toil. A modern philosopher says that "a certain quantity of work is necessary to produce a certain quantity of any kind of good whatever. If you want food you must toil for it; if pleasure you must toil for it; and if knowledge you must toil for it." An ancient wise king tells us that "Wisdom is the principal thing, therefore get wisdom." A living and gifted statesman, recently our Sovereign's Prime Minister, says, "Knowledge is like the mystic ladder in the Patriarch's dreams, and great authors who have held the chain of science and philosophy, of poetry and erudition, are the angels ascending and descending the sacred scale and maintaining, as it were, the communication between man and Heaven."

## AN OFFERING OF SONG.

(Dedicated to the Very Principal and the new Chancellor.)

Lay down the trowel, the hammer and rule,  
Rest the workman and cease the tool,  
For, far as an embodied dream,  
The stately walls in the moonlight gleam,  
Or, touched by the liquid golden light  
Of the warm October sun,  
They seem to smile on our gladdened sight,  
As we heartily say "Well done!"

Fair and noble, yet not alone  
In the outward beauty of form and stone,  
They are touched by a radiance more softly bright  
Than ever shone from earthly light—  
The quenchless light of a noble past  
That can never fade or die,  
For—long as the soul itself—shall last  
That light in the purer sky.

Not alone the good right hand  
Of workman and master wrought and planned,  
Things more precious than marble and gold  
To our inner vision its walls enfold,  
Earnest purpose and noble thought  
Struggle and toil of the sainted dead,  
In living stones its walls are wrought  
And its sure foundation laid.

Child of a thousand hopes and fears,  
Linking the present with by past years,  
A noble heritage, nobly won  
'Mid darkness and pain in days by-gone,  
May her future be bright as the autumn light  
That shines on her walls to-day,  
Darkness of sorrow and clouds of night

*Esto perpetua!* may she be  
A light to the ages yet to be,  
In our country's future, a waxing star  
Sending her stream of light afar,  
Guiding her sons to all high emprise  
Waking high impulse and noble aim  
In making a nation truly wise  
Be her enduring fame!

The following, composed by J. B. McLaren, M.A., Smith's Falls, an ex-Editor of this paper, was sung by the Glee Club at the Concert on Monday evening:

Alma Mater we greet thee our nourishing mother,  
Thy sons all adore thee and love one another;  
Thy way has been weary, dark clouds have been o'er thee,  
But bright beams the future that opens before thee.

And thou in that future new dangers assail thee,  
Be strong in the faith that thy son's weal shall fail thee—  
For dear to our hearts, dear old Queen's is thy glory,  
Our pulses beat high when we think of thy story.

Look joyfully onward thy future is golden,  
Yet dearest to us are the days of the olden;  
Our hearts all are thine for whatever befalls thee,  
But 'tis for thy past that we love and adore thee.

Now join every voice in a soul-stirring chorus,  
To honor the true men who've labored before us,  
Long life to old Queen's then, with all her old graces,  
And long live her children to echo her praises.

#### MATRICULATION EXAMINATIONS.

THE passmen are as follows in order of merit: Latin—G. F. Henderson, A. Gandier, V. Hooper, Kingston Col. Inst., C. J. Cameron, Latin School, Boston; C. A. Scott, private tuition; J. Connell, Dundas High School; D. W. Stewart, Kennewick High School; R. J. McLennan, Lindsay High School; J. Kennedy, Pembroke High School; H. Halliday, Renfrew High School; J. Cooke, Kingston Col. Institute; J. P. McNaughton, Hamilton Col. Institute; H. M. McCuag, Kingston Col. Institute; A. McLaughlin, Toronto Col. Institute; E. L. Lake, Picton High School; J. Shannon, Kingston Col. Institute; E. J. Macdonnell, Trinity Col. School, Port Hope; T. G. Marquis, Chatham, N.B., Grammar School; Louis Perrin, Kincardine High School; T. Bertram, Dundas High School; T. H. McGuire, Kingston Col. Institute.

Greek—Messrs. Cameron, Gandier, Henderson, McLennan, Connell, Stewart, Cooke, Halliday, McLaughlin and Hooper (equal), McNaughton, McCuag, Shannon, Perrin, Kennedy, Macdonnell, Scott, Bertram, Lake, McGuire.

Mathematics—Gandier, McLennan, Stewart, Halliday, Connell and Henderson (equal), Hooper, McGuire, Chown, and Cook (equal), Kennedy, McCuag and Perrin (equal), Farrell, McLaughlin, McNaughton, Shannon, Macdonnell, Cameron and Dunning.

English—Gandier, Henderson, Hooper, Cooke, Connell, Stewart, Shannon, Perrin, Macdonnell, McCuag, Chown, Scott, McNaughton, Marquis, Halliday, McGuire, Herald, McCrossie, Gordon, Bertram, Dunning, Cameron, McLaughlin and Farrell.

In the pass examinations the following students were successful:

Junior Latin—M. Campbell and L. Ross.  
Junior Mathematics—J. S. Skinner.  
Senior Mathematics—J. Moore.  
Natural Philosophy—D. Forrest.  
Rhetoric and English Literature—F. J. Bamford and H. Shibley.

Honors in Rhetoric and English Literature—D. McTavish.

Logic and Metaphysics—P. F. Langill.  
Senior Mathematics and Logic—John Hay.  
Ethics—J. Downing.  
Chemistry—J. Newlands.

The scholarships for competition have been awarded as follows:

A. Gandier receives the Gunn scholarship of \$100, with honor of Watkins and Rankin scholarships, and Leitch (1) memorial.

G. F. Henderson takes the Mackerras memorial, \$100, and the Tassie prize, \$25, goes to C. J. Curran.

V. Hooper takes the Watkins scholarship, \$80, with honor of the Mowat scholarship.

H. Halliday enjoys the Macnab and Horton scholarships.

\$50. R. J. McLennan is winner of the Leitch Memorial No. 1.

\$57. D. W. Stewart received the Mowat scholarship, \$50.

Louis Perrin successfully took the Rankin scholarship, \$55.

There will be a second matriculation examination at Christmas, but this examination will not determine rank or scholarships.

#### SUNDAY AFTERNOON SERVICE.

The Joint Ex. heartily congratulates the Students that the good custom enjoined in the ancient statutes of Queen's, of Sunday service with sermons appropriate to a University audience—has been revived. Up to date the University preachers have been, the Moderator, Dr. Nelles, President Sheraton, and the Principal. The following eminent divines, most of them graduates of Queen's, come next: Rev. G. M. Milligan, Toronto; Rev. Mr. Donohue, Montreal; Rev. Principal Cavan, of Knox College, Rev. Dr. Mackay, Formosa; Rev. D. M. Gordon, Ottawa; Rev. Dr. Stevenson, Montreal; Rev. D. J. Macdonnell, Toronto. All these, the last excepted, come prior to the Christmas holidays. The list of those who preach subsequently will be given when it is made up. The fact that students act as ushers, take up the offertory, constitute the choir, and attend in force abundantly prove what we have always maintained, that there has been and is a strong and general desire for such a service. The choir is a good one and is fortunate in its leader; while the acoustic excellence of the new Convocation Hall makes it worth while to play and sing well.

#### FRESHWOMEN.

We were standing in the Hall on Wednesday waiting for something to turn up for incorporation in this issue, when the door of the ante-room over the entrance, opened and on it came—we can't help it if our readers do not believe us, but we assure them on the word of an editor that it is a fact—a flock of a—a—a—freshwomen, I suppose we must call them. We were utterly dumbfounded. Where in the name of Minerva did they come from? But before we had recovered our normal equanimity they came up and asked the locality of a certain class-room. We blushed and pointed vacantly down the corridor and then vanished. We have now completely recovered from the shock, and extend to the young ladies our most cordial welcome, and hope that they are only the first instalment of a large number yet to come. The more the merrier.

GOVERNOR-GENERAL'S PRIZE.—This valuable prize is to be given to the student of the Graduating Class in Arts who has the highest average of marks in three subjects, (Pass and Honour) at the "final" in the spring. It is expected that for this prize there will be a good deal of competition.

NUMBER OF STUDENTS in actual attendance on Classes in Arts:—Last year the number was 100; this year it has risen to 150. Evidently, the new buildings were not put up a day too soon.